DOCUMENT RESUME

ED 031 447 SP 002 939

By-Freund, Janet W., Comp.
A Guide for Co-ordinators of Volunteers and Volunteer Services in Schools.
Winnetka Public Schools, Ill.
Pub Date 68
Note-136p.
EDRS Price MF-$0.75 HC-$6.90
Descriptors-*Coordinators, *Educational Programs, Learning Motivation, Older Adults, *Paraprofessional School Personnel, School Community Cooperation, *Staff Utilization, *Volunteers
Identifiers-Illinois, Project for Academic Motivation, Winnetka

This manual for those responsible for matching teacher requests and student needs to volunteer services is applicable to a variety of school volunteer programs but concentrates on the type of volunteer service which evolved from the Winnetka, Illinois, project in which older citizens in the community form a "talent pool" to work to enrich the curriculum and to motivate children's interest and effort, some in a one-to-one relationship, some with small groups, some with whole classes. Chapter titles are (1) Orientation, (2) The Volunteer Brings New Meanings to Education, (3) The Appropriate Volunteers Are Available (includes designs for consultation and demonstration schedule), (4) The Process of Referral, (5) Directives for Coordinators, (6) Directives for Volunteers, (7) The Volunteer Program with Reference to Academic Motivation, (8) The Volunteer Program with Reference to the Learning Laboratory, (9) Projections for Coordinators (including suggested structure for a school pilot program using appropriate knowledgeable volunteers), (10) Examples (among which are A Coordinator's Typical School Day; Sketches of Volunteers and Their Projects; A Conference with Inner-City School and Community Representatives). Included with each chapter are suggested readings and activities to further aid in the development of the skills and knowledge necessary for coordinating volunteer programs. (JS)

ED031447

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

A GUIDE FOR CO-ORDINATORS OF VOLUNTEERS AND VOLUNTEER SERVICES IN SCHOOLS

JANET W. FREUND
Co-ordinator, Project for Academic Motivation
Winnetka Public Schools
Winnetka, Illinois

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY Janet W. Freund TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE U.S. OFFICE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

Copyright
Janet W. Freund, 1966

Revised Edition, 1968

SP002939

PUBLISHED BY --

The Winnetka Public Schools
Curriculum Publications Department

EDITED BY --

Mr. Donald G. Cawelti, Associate Superintendent 1964-66

COMPILED BY --

The Project for Academic Motivation,
Mrs. Janet W. Freund, Co-ordinator

CONSULTANTS --

Mr. Howard Bede, Mr. Howard Carter, Mr. Paul Gross, Jr.,
Mr. Robert Hammond, Mrs. Georgia Haupt, Mr. Gerald Wilkens,
Sister Burke, President of Barat College

CO-ORDINATORS of School Projects of Academic Motivation in schools of Winnetka, Glencoe, Highland Park and Northfield -- 1966

Mrs. Lenore Bates, Sister Ellen Claire, Miss Dorothy Dodd,
Mrs. Joan Fish, Mrs. Bernice Herman, Mrs. Renie Huft,
Mrs. Eleanor Ickes, Mrs. Beatrice Loewenherz, Mrs. Pearl Sakol,
Mrs. Marion Sennott, Mrs. Jean Weinstock and Mrs. Carol Wilk

IN CO-OPERATION WITH --

The Volunteer Talent Pool

Mrs. Janet Burgoon, Director, Winnetka (1966)
Mrs. Virginia Goelzer, Highland Park
Mrs. Joan Winter, Director, Winnetka (1968)

Original Publication, 1966

Revised Edition, 1968
Content amplification:
Mr. Howard Bede

TABLE OF CONTENTS

Chart for SCHOOL VOLUNTEER PROGRAM

Award: The American Congress of Physical Medicine and Rehabilitation . . . . August 26, 1964

Resolution: Board of Education, Winnetka . . . . . . May 25, 1965

Reprint from AGING: Winnetka "Idea" Reaches Out -- AoA Sponsored Seminar Draws Participants from Seven States . . . . July, 1968

Acknowledgement 1

Chapter I 3
Orientation

Chapter II 7
The Volunteer Brings New Meanings to Education

Chapter III 17
The Appropriate Volunteers are Available

Chapter IV 33
The Process of Referral

Chapter V 45
Directives for Co-ordinators

Chapter VI 57
Directives for Volunteers

Chapter VII 69
The Volunteer Program with Reference to Academic Motivation

Chapter VIII 83
The Volunteer Program with Reference to the Learning Laboratory

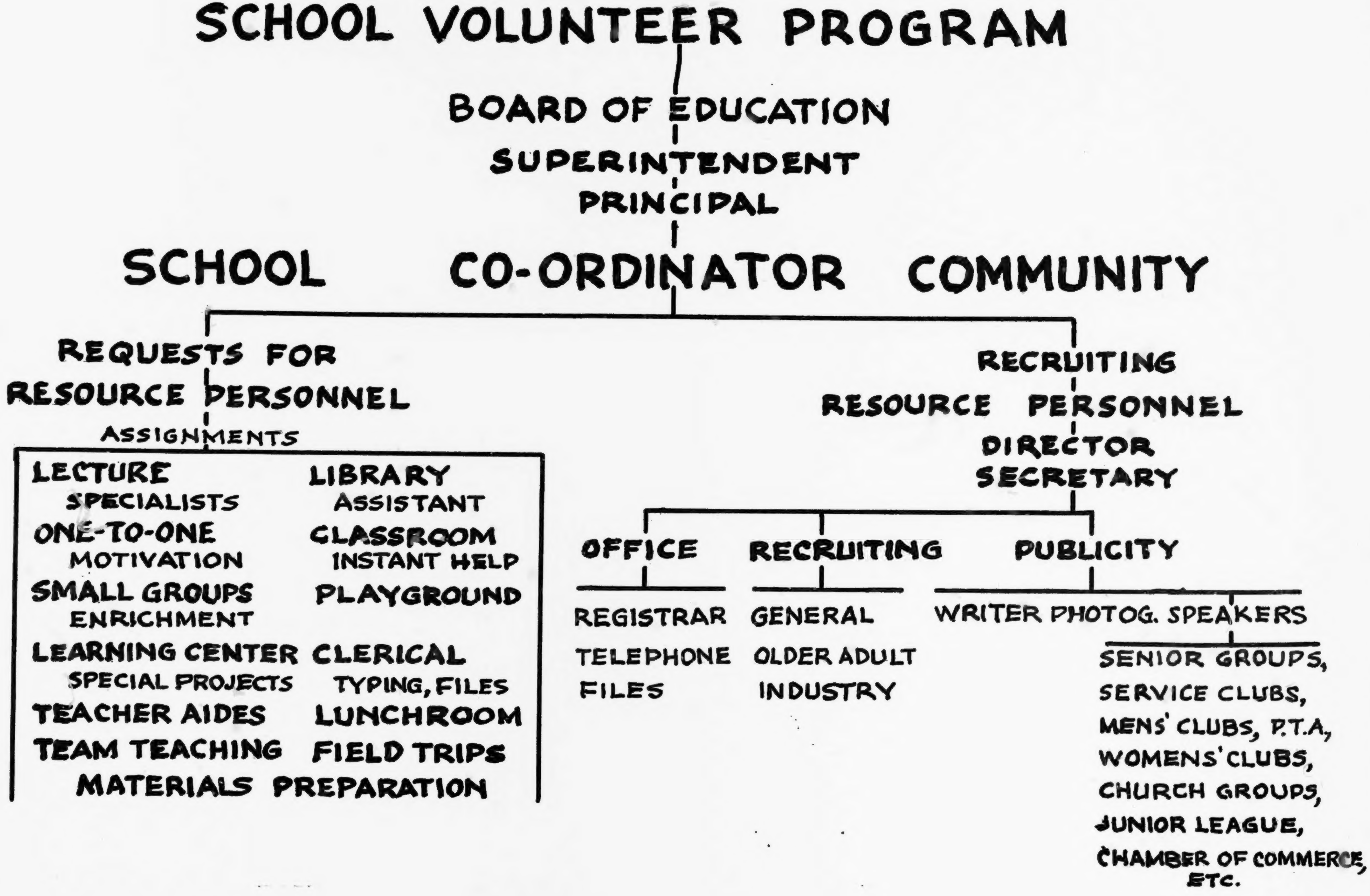
Chapter IX 92
Projections for Co-ordinators

Chapter X 103
Examples:
1. A Co-ordinator's Typical School Day 105
2. A Project about Pioneer Living 111
3. Sketches of Volunteers and Their Projects 119
4. A Project in Mechanics and Electricity 125
5. A Project in Transportation 131
6. A Conference with Inner-City School and Community Representatives 139

Bibliography 145

Appendix 153
Examples of Miscellaneous Forms

SCHOOL VOLUNTEER PROGRAM



- BOARD OF EDUCATION
  - SUPERINTENDENT
    - PRINCIPAL
      - SCHOOL CO-ORDINATOR COMMUNITY

SCHOOL

REQUESTS FOR RESOURCE PERSONNEL

ASSIGNMENTS

LECTURE SPECIALISTS	LIBRARY ASSISTANT
ONE-TO-ONE MOTIVATION	CLASSROOM INSTANT HELP
SMALL GROUPS ENRICHMENT	PLAYGROUND
LEARNING CENTER SPECIAL PROJECTS	CLERICAL TYPING, FILES
TEACHER AIDES	LUNCHROOM
TEAM TEACHING	FIELD TRIPS
MATERIALS PREPARATION	

COMMUNITY

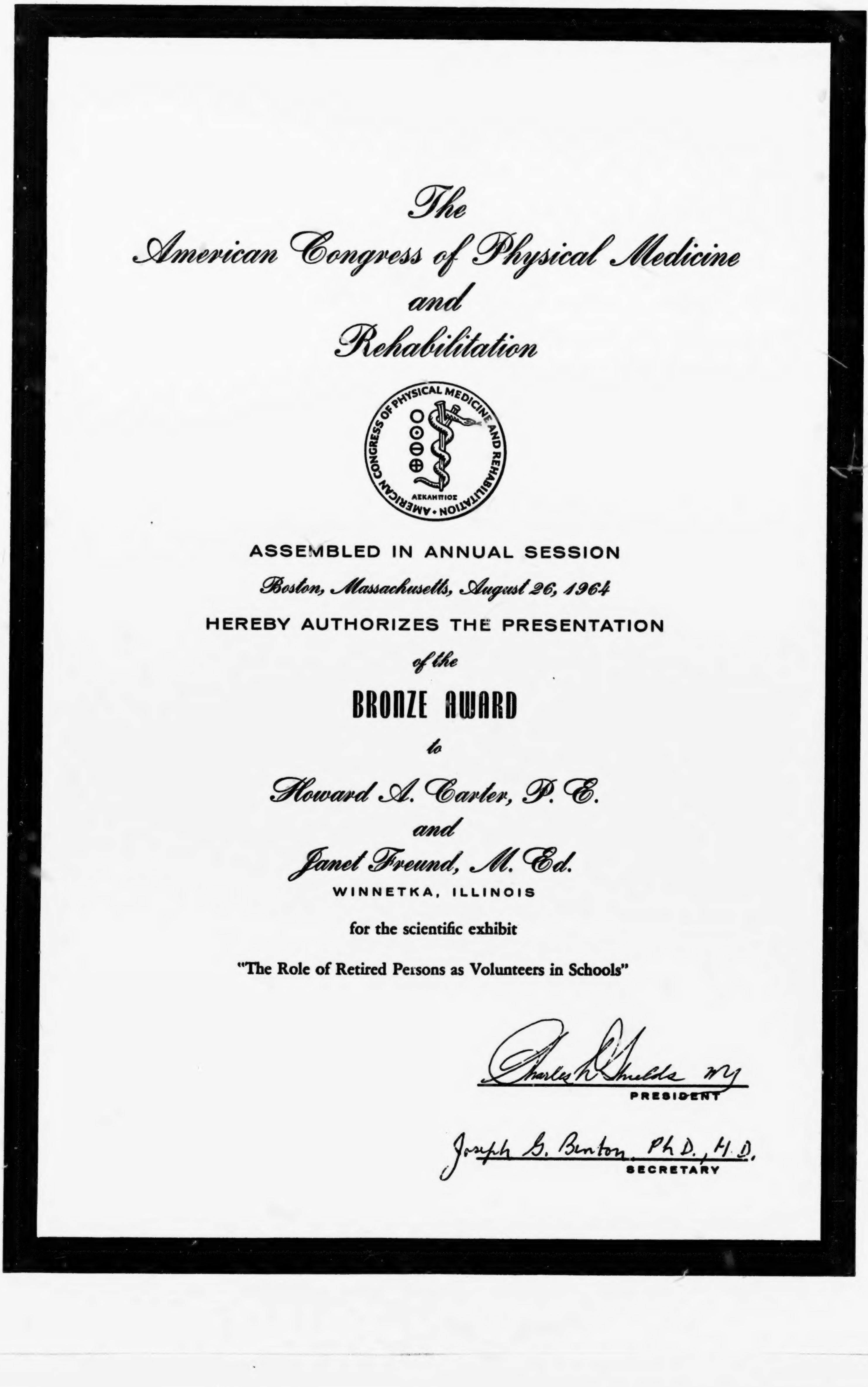
RECRUITING RESOURCE PERSONNEL

DIRECTOR

SECRETARY

- OFFICE
  - REGISTRAR
  - TELEPHONE
  - FILES
- RECRUITING
  - GENERAL
  - OLDER ADULT
  - INDUSTRY
- PUBLICITY
  - WRITER
  - PHOTOG.
  - SPEAKERS
    - SENIOR GROUPS,
    - SERVICE CLUBS,
    - MENS' CLUBS, P.T.A.,
    - WOMENS' CLUBS,
    - CHURCH GROUPS,
    - JUNIOR LEAGUE,
    - CHAMBER OF COMMERCE, ETC.

Acknowledgement is hereby expressed that the following award is in reality an award to all those who have been associated with the Project for Academic Motivation.



The
American Congress of Physical Medicine
and
Rehabilitation

ASSEMBLED IN ANNUAL SESSION

Boston, Massachusetts, August 26, 1964

HEREBY AUTHORIZES THE PRESENTATION

of the

BRONZE AWARD

to

Howard A. Carter, P. E.

and

Janet Freund, M. Ed.

WINNETKA, ILLINOIS

for the scientific exhibit

"The Role of Retired Persons as Volunteers in Schools"

Charles D. Shields MD

PRESIDENT

Joseph G. Benton, PhD., M.D.

SECRETARY

BOARD OF EDUCATION

Winnetka, Illinois

RESOLVED:

It is a worthy thing when men or women, having achieved the fulfillment of a life's vocation, take time to share the wisdom of their years with those on the threshold of the future. Such a service has been rendered the children in the Winnetka schools by

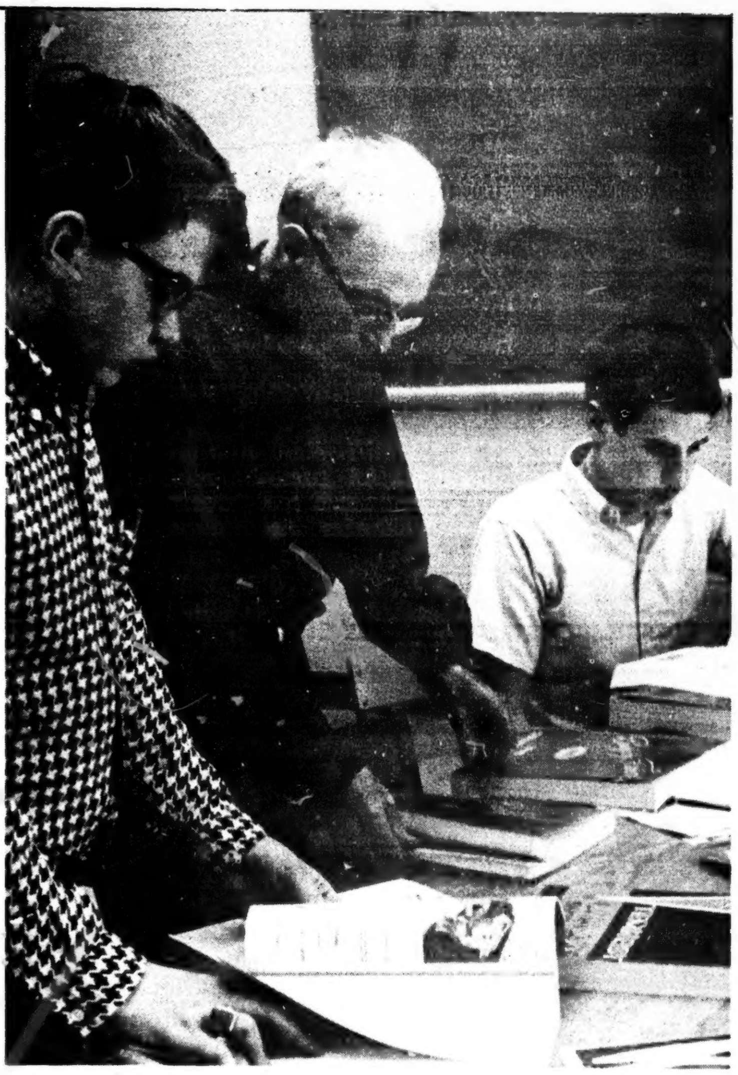
The Board of Education wishes to express its gratitude for the opportunity our teachers and children have had to experience the affectionate inspiration and friendly dignity your presence in our schools has provided.

> *"We can continue to move forward . . . by doing all we can, as a Nation and as individuals, to enable our Senior Citizens to achieve a more active, useful and meaningful role in a society that owes them much and can still learn much from them."*
>
> *PRESIDENT KENNEDY, 1963*

Resolved further, that this message of thanks and tribute from the people of Winnetka be conveyed and made a matter of record this 25th day of May, 1965.

Paul J. Cleary
Superintendent of Schools

Geraldine B.
President, Board of Education



A volunteer works with two boys in Highland School in Libertyville, Illinois — one of six communities to which the Winnetka "idea" was extended by the 1967 AoA grant.

Howard Bede, Director of the Winnetka Seminar, and Mrs. Janet Freund, PAM Project Director, examine some of the "tools" Mr. Bede uses as a volunteer in the Winnetka program. His extensive rock collection and world travels have helped interest many boys and girls in geology, geography, and a changing world during his 8 years of volunteer service.

Winnetka "Idea" Reaches Out

AoA Sponsored Seminar Draws Participants From Seven States

A Winnetka School Volunteer Seminar in May, sponsored by the Administration on Aging, provided the most recent step in a long series in the national expansion of a natural idea of using older volunteers as a major community resource for providing children with educational enrichment.

Nine years ago in Winnetka, Ill., a program that later became known as PAM (Project for Academic Motivation) began in a single elementary school with the services of four retired businessmen, each working with one child or a small group for 40 minutes each week.

This essentially simple and natural idea expanded rapidly and with flexibility to nine communities on the North Shore from Evanston to Lake Bluff, with more than 500 men and women of various ages serving as volunteers. Some of them met with children in a one-to-one relationship to discuss and experiment. Other volunteers served small groups of children; while others lectured to whole classes.

Grants Helped Program Expand

In 1967, an AoA title IV grant made it possible for the Winnetka group, under sponsorship of the Winnetka Public Schools, to help six other Illinois communities of widely varying socio-economic backgrounds and resources adapt and establish similar school projects and train and recruit volunteers for them. As word spread, requests for information, help, and guidelines came in from many States.

The second-year AoA grant authorized a unique seminar for school administrators, volunteer agencies, and community leaders to meet in an intensive "show-and-tell" 4-day conference, headquartered in Winnetka and Highland Park but traveling to the many Illinois communities where PAM projects are underway. Fittingly, the seminar was held during Senior Citizens Month. Its Director, Howard Bede, is himself a senior citizen who has been a PAM volunteer for 8 years.

7 States Represented

Participants came to the Winnetka meeting on May 14 from seven States—California, Oregon, Washington, Indiana, Louisiana, New York, Illinois—and from the District of Columbia.

They represented school administrations, existing volunteer service programs, and Federal, State, and local agencies on aging. Some already have volunteer projects going in their communities but sought more information in their use in schools and particularly on use of older retired people as volunteers. Others had not yet inaugurated volunteer programs but were eager to learn the "how" of establishing volunteer talent pools. These also wanted to know how to draw upon the hitherto largely ignored resource of local older citizens.

In 4 busy days and nights (starting before 8:30 each morning and running until 10 each night) the seminar "students" traveled hundreds of miles—in cars on Illinois roads and on foot in school corridors—to see volunteers at work in schools, in kindergarten, elementary, junior and senior high, in affluent communities and in low-income neighborhoods.

Additional program facts were brought to them each night at the seminar dinners by representatives of programs in still other Illinois communities, including several parochial programs in inner city Chicago. Information, ranging from insurance coverage of volunteers in the schools to specific inclusion of volunteers as "a learning resource" in a school system's curriculum plan, was provided at these evening sessions.

Participants were impressed by the adaptability of the natural idea of help from those with experience, knowledge, and time to share. They saw it work in Winnetka, a high-income community long known for its progressive educational plant and professional population, and in poverty neighborhoods where neighborhood cooperation is developing effective volunteer resources working, in some cases, through local community action agencies. They saw it help schools, teachers, children, and the volunteers, who are needed and cherished.

Volunteer Work Varied

They saw older volunteers at work:

- In learning labs as recognized authorities on special subjects and also just as friendly listeners.
- In school corridors carrying on an art project with eager helpers.
- At a desk just outside a classroom door helping Spanish-speaking children struggle with and master English phonetics.
- In a basement with handmade surveying equipment locating a bridge across an imaginary river.
- In classrooms as story-tellers, lecturers, tape recorder operators, and teaching assistants.

Coordinator Vital Element

Everywhere, they learned the vital importance of the coordinator—a job created by the Winnetka project. Mrs. Janet Freund, Project Director of PAM, who was the project's first coordinator serving all Winnetka Schools, has developed a training manual for coordinators and gives a training course for them at Barat College in Lake Forest. Every school in which the program begins now has a coordinator—responsible for matching teacher requests and student needs to volunteer services—the essential ingredient of success in planning and performance.

Seminar participants also learned of the importance of establishing a volunteer talent pool in every community where the program begins in order to assure adequate, efficient, and continuing service.

Older people make up less than 10% of the national population, yet they make up from 25 to 33% of the PAM volunteers. About 20% of the coordinators are 60 or older. Teachers, in particular, reported to seminar classroom visitors their pleasure and success with older volunteers and their feeling of the value to children "to get to know older people." Older volunteers meeting with seminar participants told of their own pleasure in the active involvement the program gives them in their communities.

Convinced that wherever older people reside, a project similar to PAM can make their lives happier, busier, and offer a new resource to their community, one of the seminar participants went home determined to "locate *all* the senior citizens in my town."

A teaching film, based on the seminar experience, is now being edited. Further details of the Winnetka idea and PAM program may be obtained from Mrs. Janet Freund, Winnetka Public Schools, 1155 Oak St., Winnetka, Illinois 60093. For information on setting up a community volunteer talent pool write the Winnetka Talent Pool, 620 Lincoln St., Winnetka, Ill. 60093.

ACKNOWLEDGEMENT

The publication of this Manual for CO-ORDINATORS OF VOLUNTEERS AND VOLUNTEER SERVICES IN SCHOOLS is the result of the generosity of the Winnetka Board of Education and the school administration. The Project for Academic Motivation, a program utilizing volunteers for appropriate services in the Winnetka Public Schools, began in 1959. An educational research inquiry, concerned with the possibility of motivating the academic underachiever, it was supported by the Wieboldt Foundation through a grant given to the National College of Education in Evanston, Illinois.

The project grant terminated in 1963, at the conclusion of a statistical study, the results of which were favorable. The Project for Academic Motivation continued as one of the Winnetka School resources with the modification that referral was not limited to the academic underachiever. Selected volunteers, under the direction of a co-ordinator who is responsible to the school, work to enrich the curriculum and to motivate children's interest and effort.

Inquiries and visits from school personnel of other communities led to the development of similar programs elsewhere. In 1965, the Winnetka schools, as a public service, offered a training seminar to co-ordinators of such programs. This manual which is intended to be a text for the training of co-ordinators grew out of the discussions of these co-ordinators-in-training and interested professional staff.

In 1966, Barat College of the Sacred Heart, in Lake Forest, Illinois offered an accredited course for the training of co-ordinators. In 1967, the course was offered under funding by the State of Illinois, Office of Education, to train fifty co-ordinators. At the termination of that grant, Barat College continued to make the course available on a tuition basis.

Additional co-ordinators have been oriented on an in-service basis by these already working in schools and by seminars conducted by trained co-ordinators.

While most schools have volunteer programs, these programs are supervised in varying degrees and under a variety of structures. Some of the co-ordinators are paid staff members; some are themselves volunteers. It is anticipated that schools of the future will have individuals on their staffs whose role is to articulate the needs and objectives of education with the resources of the community.

In 1967, through funding by the United States Administration on Aging, the Project for Academic Motivation was established in six communities in Illinois, with socio-economic patterns different from Winnetka and from one another. In 1968, demonstration seminars were set up for three communities from out of Illinois to assist them in developing school-volunteer programs. Emphasis under this funding was to help establish the work for the adult over 60 years of age who has time and ability to share with education.

The success of the training seminar and the development of the Project for Academic Motivation was due in large measure to the efforts of Mrs. Janet Burgoon, the Director of the Volunteer Talent Pool of Winnetka. Her vision of the possibilities and the values of the contribution volunteers might make to education and to other community agencies and the meaning that such volunteer work could have to the participants led her to organize a community service -- The Volunteer Talent Pool. Here, individuals who have time or knowledge or talents to share are interviewed and given an opportunity to work in non-profit agencies in which their skills will be appropriate and appreciated. The writer is indebted to Mrs. Burgoon for her sensitive co-operation and for her guidance in the project. The Winnetka Public Schools both encouraged and received benefits from this service, using volunteers not only in the Project for Academic Motivation, but also in the Learning Laboratory and other school services. Volunteers have also worked in other not-for-profit community agencies.

The volunteers, several of whom have worked in the schools since 1959, have contributed to the evolution of the Project for Academic Motivation and to its present structure. Mr. Howard Bede and Mr. Howard Carter have been particularly aware of the national implications for the retired individual who volunteers as a resource person for education. Their knowledge of public relations and their commitment to the work have contributed greatly to the successful extension of the Project for Academic Motivation. In recent years, personnel in the Glencoe and Highland Park schools have participated actively with the Project for Academic Motivation. Libertyville, Elk Grove Village, Niles, Waukegan, Brookfield, North Chicago and two Parochial schools in Chicago have worked in the program under the AoA funding.

Sincere appreciation is expressed to all of the co-ordinators and consultants, to Mrs. Bernice Herman and others who reviewed the Manual, and to Mr. Donald G. Cawelti for his helpful comments and extensive assistance in its publication.

Those who have contributed to the writing of this Manual are deeply grateful to the Winnetka Board of Education, to the Administration, and to the Learning Laboratory of the Winnetka Public Schools.

Janet W. Freund, Co-ordinator

Revised

July, 1968

CHAPTER I

ORIENTATION

While this manual will describe a variety of school-volunteer programs, it does not presume to be all-inclusive. Concentration will be on the type of volunteer service in education that evolved from the Winnetka project.

The Project for Academic Motivation is one of a number of services available to the children and the school staff in the Winnetka Public Schools. The Project is under the direction of the Learning Laboratory which provides services and materials to the schools with the objectives of increasing the individualization of instruction and developing curriculum and teaching materials. The Learning Laboratory is located in the Skokie Junior High School in Winnetka and has extensions in each of the three elementary school buildings. Where the Project for Academic Motivation is involved, volunteers work with individual children and with groups, or an entire classroom or assist in preparation of materials. While such projects may take place in the Learning Laboratory, it is not necessary that they do so. Many volunteer projects take place in the kindergarten through fifth grade schools during the school day, in the classroom or the library.

Other special services are available to the Winnetka School children. The Department of Educational Counsel provides testing and consultation service to children, parents and teachers and a liaison with community welfare services. Provision for speech correction, reading clinics, and work with the hard-of-hearing is available. A school nurse and specialists in mathematics, sciences, social studies, art, rhythms and music are also part of the elementary school faculty. The library program, including a Great Books study group for children, is extensive.

The Project for Academic Motivation, as one of these school services, is unique in that it is a formal structure to utilize the appropriate volunteer resources from the community. The co-ordinator is responsible to the school for the selection and supervision of the work of the volunteers.

The Winnetka community has a population of approximately 13,500 in an area of 3.38 square miles, 200 acres of which is parks. There are private schools, a library of over 44,200 volumes, two banks and good transportation service. The community has a history of outstanding education. The elementary school population is about 2,500 pupils.

There is close articulation between the objectives of the schools and the interests of the community with considerable involvement of the citizenry in school activities. Such interest and the availability of a well educated and economically privileged population provide many knowledgeable volunteers. The school board, administration and staff have encouraged the use of this community resource. One educator commented, "If Winnetka can use volunteers in their schools, all schools need them".

During the first four years of the Project for Academic Motivation, under the Wieboldt funding, a research structure involving the academic underachiever limited the number of referrals to the program. Since 1963, referrals have not been limited to the academic underachiever. Approximately 100 children worked with the volunteers under the Project for Academic Motivation program during 1966. In 1968, the number involved increased greatly. Some volunteers work in the Learning Lab, some volunteers serve as clerical assistants and some lecture to large groups of children or work with selected groups on projects. Other volunteers assist in the classrooms as aides and in meeting individual needs and objectives specified by the teacher.

The stability of the community, the tradition of civic interest, the presence of an active community center and an awareness of educational possibilities make Winnetka an ideal locale for knowledgeable volunteers to work in schools.

The co-ordinator's seminar which led to the writing of this manual involved representatives of relatively privileged communities, located in geographic areas accessible to the Volunteer Talent Pool, the source of volunteer recruits. As additional school-community programs developed, the Volunteer Talent Pool, the volunteer recruiting service of the Winnetka community, helped establish extensions. Volunteer resources were shared by the cooperating communities for schools and for other public services.

In the sense that educational standards were relatively high and exceptionally well-informed volunteers readily available, the North Shore communities participating in this experiment were exceptional. As is discussed later in the manual, material is available concerning other volunteer programs in schools in less privileged communities. There is no question that such programs can be successful and in some respects more necessary than on the North Shore. Such programs develop different types of volunteer projects and serve the schools in ways appropriate to their needs.

The exercises at the conclusion of the chapters are intended to focus on the characteristics of the schools and communities in which the co-ordinators will work. The Winnetka Project for Academic Motivation has evolved as part of the total resource of the Winnetka Schools, within the framework of the Learning Laboratory.

As co-ordinator in your school, you will want to know your resources and develop a program of wise use appropriate to your own school and community. If the structure of the Winnetka program herein described can serve as a point of departure, it will have fulfilled its purpose.

CHAPTER II

THE VOLUNTEER BRINGS NEW MEANINGS TO EDUCATION

When volunteers work in schools to supplement time, skills or knowledge of the staff or administration, a significant community service is performed. This service is a partnership between the school and the community, between education and industry, the arts or the professions.

Like any partnership in business or marriage, success depends on the meanings attributed to the partnership and the effective communication of these meanings. The development of this effective communication is essential.

In the school-community partnership, the co-ordinator of volunteer services carries the responsibility for communicating the values of the program. The partnership, dependent as it is on the status of the interests, resources, personnel and involvement of both the school and the community, will inevitably vary in different school districts, in different schools, and at different times within the same district. The effectiveness of the alliance depends on the co-ordinator and the relationship of the co-ordinator with the school administration and with the volunteer recruiting service.

It is anticipated that each school co-ordinator of projects involving volunteers will need to tailor communication to the needs of the particular school.

Just as the co-ordinator in the school serves as a bridge between the community human resources and the school, the total volunteer program is a bridge between education and other relevant aspects of our culture.

Bridges are built to span gaps. Automation and specialization in industry and the professions have produced a number of gaps in education. One of the most significant of these has been a problem involving the identity of the child and his role. In a less industrialized society, the work role of the adult male is less specialized. The child can see the total product of his father's employment. Today, the image is segmented. The child of the farmer or village store-keeper is still able to identify with the parent's role, but even this child must contend with a complex image of maturation in a complicated social structure. How his father earns a living is often not clear to today's child. Consider the industries that produce a part of a machine, or produce materials which then are moved on to countless other factories to produce countless other items. Or consider the professions and the services that our society depend upon but present a confusing image to a child. Small surprise then that when we ask,"What does your father make?" we hear the reply, "He makes money." Modern industry has expanded greatly. Today it is a highly specialized, complex structure. Automation and other technological developments have brought many new industries into this structure, with activities little known by adults or young people who are planning careers.

The relationship between academic content and the child's future is frequently not apparent to him. Many able children learn to play an educational game which leads them from pleasing teachers to winning high academic awards but not necessarily to fulfilling the basic objectives of education, to produce young people with confidence not only for academic learning but to understanding of and access to the basic structures of our society. Creativity and adaptability to change must be in relation to what is happening. What is happening is in society as well as school. We need to program the involvement of the student in the world and in partnership with the home if education is to be meaningful for the future.

A gap has developed between the knowledge available to educators and the knowledge available to those who work and create in our society. Involvement is a prerequisite to motivation, for child or teacher. Involvement with education must not, therefore, be too far removed from life activities.

> If we are to be serious in the belief that school must be life itself and not merely preparation for life, then school must reflect the changes through which we are living.
>
> The first implication of this belief is that means must be found to feed back into our schools the ever-deepening insights that are developed on the frontiers of knowledge. This is an obvious point in science and mathematics, and continuing efforts are now being instituted to assure that new, more powerful, and often simpler ways of understanding find their way back into the classrooms of our primary and secondary schools. But it is equally important to have this constant refreshment from fields other than the sciences -- where the frontiers of knowledge are not always the universities and research laboratories but political and social life, the arts, literary endeavor, and the rapidly changing business and industrial community. Everywhere there is change, and with change we are learning.
>
> We have been negligent in coming to a sense of the quickening change of life in our time and its implications for the educational process. We have not shared with our teachers the benefits of new discovery, new insight, new artistic triumph. Not only have we operated with the notion of the self-contained classroom but also with the idea of the self-contained school -- and even the self-contained educational system.
>
> The Nobel poet or the ambassador to the United Nations, the brilliant cellist or the perceptive playwright, the historian making use of the past or the sociologist seeking a pattern in the present -- these men, like the student, are seeking understanding and mastery over new problems. They represent excellence at the frontiers of endeavor. If a sense of progress and change toward greater excellence is to illuminate our schools, there must be a constant return of their wisdom and effort to enliven and inform teacher and student alike. There is no difference in kind between the man at the frontier and the young student at his own frontier, each attempting to understand. Let the educational process be life itself as fully as we can make it.
>
> (On Knowing -- Essays for the Left Hand by Jerome Bruner, Harvard University Press, Cambridge, Mass., 1963.)

Bruner does not anticipate that the teacher will be master of the burgeoning specialties, but rather that the pedagogue will have the wisdom to seek out the specialists. The co-ordinator's role is to facilitate this sharing.

With the increase in specialization and automation has come increased medical knowledge that makes for longer life and greater leisure. Men, retired from careers, have time and energy and knowledge to share. More time is becoming available for adults as the work week shortens. Women are relieved of some of their responsibilities because of automation. They not only have a contribution to make to their communities, because of the expansion of education, but also find value in usefulness away from home as their children mature.

In a society in which financial renumeration has too long been the almost exclusive measure of success, it is important to place a cultural value on the sharing of knowledge. To have such human resources available and not make use of them would be shortsighted indeed.

Schools may wish for a closer communication with the citizenry when increased costs for education develop. Support of the school, however, is a process that should be continuous and not just in time of financial stress. The knowledgeable volunteer in the school learns to understand the needs of the school through close association with them, and can participate with the school board in interpreting these needs to the community. It is not surprising that communities object to hearing from schools only when money is needed.

To be effective, schools wishing to use the talents and knowledge of volunteers require, first of all, facility to locate the potential volunteers. Such a volunteer can evaluate the qualifications of the volunteer and determine with him what type of community service will be satisfying to him.

The school co-ordinator is the bridge between the recruiting agency and the schools. The co-ordinator represents the school in making the final choice of the volunteer and in orienting him to the school setting. The co-ordinator communicates the meaning of the specific program to the school administration, the child, his teacher and his family.

Erik Erikson in Childhood and Society, makes clear the necessity for a deep sense of meaning and significance in the role of the individual. Because we associate with automation, and because we are aware of the valuable contribution made to our living by it, we need to also be aware of the dangers to human relationships when it is imitated rather than utilized. Without depth of meaning, we only go through motions. Teaching tools or techniques depend on appropriateness and meaningfulness for success. They are teacher aids designed to clarify, deepen or facilitate teaching. They are not themselves the goals of good teaching. The selection of which resource, be it material or human, and the appropriate time and place for its use is a significant part of teaching. Making the resources available and effective is a significant part of co-ordinating.

The partnership with schools depends not only upon the human talents, skills and knowledge available in community volunteers but also on the meanings and values that the school and the volunteers discover in their relationship. The curriculum, the knowledge and materials shared are the vehicles that carry the meaning. The mechanics of communication may be informal or, as is the case where larger numbers of children are involved, formal. Success of the program depends a great deal on the meanings intended and the ability of the co-ordinator to communicate them. We are only beginning to explore the possible meanings and roles of the appropriate volunteer in relation to education. From the extra pair of hands at the Nursery and Kindergarten level to the clerical, housekeeping and fund raising assignments organized through the P.T.A.'s, the historical role of volunteers in schools has been to extend the time and energy of the teacher. The resources required have fluctuated with the income and personnel level of the district.

Now, in the frame of reference of the quote from Dr. Bruner, we are beginning to utilize the knowledgeable volunteer in education in new ways. The program has innumerable applications for the extension of the curriculum and the development of the child. The more usual use of volunteers to relieve teachers of routines and permit them more time to teach is a valid use of the appropriate volunteer under appropriate supervision. The developing uses of knowledgeable volunteers to extend and deepen the available teaching material is another appropriate use of the volunteer. The volunteer, working on a one-to-one basis in tutoring, motivation or enrichment to achieve educational objectives can bring fulfillment to dreams educators have long had. This use, in addition to the benefits to education and to the volunteer, can also make a significant cultural contribution.

What are some of the new meanings? Volunteers as specialists in content have been used as classroom lecturers. As the teacher and the curriculum define the need for specialized knowledge, the individual with that knowledge is sought. The topics on which volunteers have lectured are varied. A retired employee of the United States State Department lectures on the meaning of colonization and discovery to a fifth grade history class. An artist paints a portrait for a class of fourth graders about to take a field trip to the Art Institute. A geologist tells third graders, studying pioneer living, about pioneering today in underdeveloped areas, in space and in an atomic age.

A chemist may clarify the types of common plastics -- the school floor, the desk tops, some types of clothing. This study of plastics, otherwise, may not have found a place in the elementary science program; yet, it is very much a part of the child's every day life. The teacher may want a specialist in Shakespeare, spring flowers, the Civil War, book binding or numerous other things. The teacher recognizes that the enthusiasm of the expert not only brings information not readily accessible, but may fire the enthusiasm of the children.

Even the most stimulating lecturer cannot succeed unless there is preparation and follow-up for his talk. The lectures are most effective when they are followed with activities generated by the new interest. The co-ordinator of the school volunteer program would do well to include such before and after planning when she arranges a lecture requested by a member of the staff. The students may be encouraged to communicate further with the speaker, they may discover relationships to the topic in current events or research, and they may extend the interest developed into a hobby or after-school activity. Depending on the needs and desires of the school, the co-ordinator may be directed to encourage the extension of new interests through contact with parents or the development of new curriculum.

In the social sciences, there is a wealth of movies, slides, collector's items, anecdotes and countless other resources waiting to be tapped. In the field of art or music, the materials and talents available are beyond the possibility of compensation. The volunteer is eager to share with education. Problems which might be involved can be prevented by careful co-ordination. We have only to dream of possibilities. People and materials exist to fulfill every dream.

Another type of resource and volunteer which can benefit the whole class is an activity done with one or two children taking turns over an extended period. For example, a carpenter might come to school one-half day a week for a number of weeks and work with third graders in building a covered wagon, three-cornered stools, churns and other objects appropriate to the pioneer curriculum. Likewise, a weaver might make a rug or some fabric with the help of third graders. Children take pride in these accomplishments. The learning of a new skill and the giving of these creations to the classroom or school is an additional value in this type of activity. Joyful activity with an adult partner widens the child's horizons.

Many of our older residents know the histories of their communities and have childhood pictures to share. They may know of the historic beginnings of an industry, a profession or an idea. Their communication of this fits in with their own needs for an extension of their past experiences into the future through education. The many ways such additions elaborate the curriculum are self evident.

Often the projects with the knowledgeable volunteer take place once a week or about 40 minutes with from one to three children over an extended period of weeks. These are generally enrichment projects which extend the knowledge of the capable, motivated student. Such projects are in one sense preventive. Psychological withdrawal from material which is familiar or not interesting may be a precursor of academic withdrawal. When there is a gap between school and home with reference to the amount of intellectual stimulation provided, an individual project which bridges the gap by providing stimulation in school may be quite productive. The special meeting with the volunteer has been found to provide additional zest to the educational experience for the child.

Motivation has been a prime purpose for referrals to the project since the inception of the program. The relationship of a highly motivated adult with a child who lacked confidence and interest in academics provided the original structure of the Project for Academic Motivation.

There have been many instances of projects in electronics, art, or transportation which have led to the student's specializing in these fields. There has been evidence of this specialization both in school and at home.

The following statement of Dr. David P. Ausubel in Productive Thinking in Education clarifies a common misconception about intelligence testing with relevance to the culturally disadvantaged:

> Adequacy of environmental stimulation is always a significant determinant of functional capacity and hence affect performance on an intelligence test. If the environment is inadequately stimulating, then functional capacity is naturally impaired. But this does not mean that our measuring instrument, the intelligence test, is unfair, since its function is merely to identify and measure impaired operating capacity irrespective of the origin of the impairment. The intelligence test, in other words, purports to measure functional capacity rather than to account for it. If the culturally deprived child scores low on an intelligence test because of the inadequacy of his environment, it is not the test that is unfair but the social order that permits him to develop under such conditions.

If individuals with skills, knowledge, time and the desire to share them, worked with numbers of the disadvantaged children in partnership with educators, is it not a possibility that a beginning might be made in the modification of the social relationships that foster the problem?

For some children, a relationship with a knowledgeable adult in the educational framework provides the possibility for an identification with an adult not otherwise available. Many children grow up without fathers being consistently in the home. Separation may have many causes. In instances where the male parent is dead or out of the home because of marital separation or business, the weekly association with the male volunteer may provide stability to the boy and be a possible source of psychological identification.

Because it is widely accepted that the child learns better when he is comfortable with himself and with his peers, small groups may be organized for projects that provide opportunities for relationship with other children.

Thus far, the meanings of the volunteer partnership with education have related especially to the classroom in lectures, crafts and exhibits, and to projects with individual students. Another whole set of meanings relate to staff. When the volunteer is made available to teachers and specialists through a central department such as a Learning Laboratory or Resource Center, the possibilities multiply. The music, math, art or science consultant, the physical education, or the speech or reading specialist all may secure extra talents, extra hands, additional materials through the volunteer service. With respect to materials, not only do the treasures of the volunteers in these special fields become available, but also their services as readers, mimeograph operators, etc. As Dr. Bruner suggested, the talented and knowledgeable should be available to curriculum planners, committees and staff in the appropriate fields. Similarly at the administrative level, volunteers with appropriate knowledge should be available to the administrators and their boards of education.

Through the use of carefully selected community personnel, wisely directed and co-ordinated with the program of the school and used in a purposeful way, there is an opportunity to bridge great gaps in our education and culture.

The possibilities for bridges, fortunately, are as wide as the problems. The beginnings are really the toughest. President Kennedy loved to tell the story of the great French Marshall who once asked his gardener to plant a tree. The gardener objected that the variety selected was slow growing and would not reach maturity for a hundred years. The Marshall replied, "In that case there is no time to lose. Plant it this afternoon". President Kennedy added, "Today a world of knowledge -- a world of co-operation -- ... may be years away. But we have no time to lose. Let us plant our trees this afternoon".

Suggested Beginnings:

Identify the educational and cultural gaps noted in Chapter I.

Suggest ways of bridging these gaps.

Identify additional gaps and bridges.

Identify areas of inquiry for action research that need to be made.

Structure by outline several such research programs.

Secure statistical data of the past century which indicate changes in,
  a. Numbers of children completing high school in the United States,
  b. Life expentancy in the United States,
  c. Numbers of fatherless homes of school children.

What inferences or questions are raised by these figures?

Itemize 12 ways in which the volunteers' services can be valuable to education. Give hypothetical examples of each and describe additional possibilities.

Projecting to the child's maturity, comment on meaning of one of your 12 ways volunteers can serve in education.

Why is the volunteer program a "natural" as an adjunct to Team Teaching? To educational TV? To Modular Scheduling?

Describe program IN -- see "Profile" -- "Advisory Boards" and "Expanding Recruitment" -- National School Volunteer Program, 20 West 40th St., New York, New York 10018.

References:

Aschner, Mary Jane and Bish, Charles E.: Productive Thinking in Education. The National Education Association and The Carnegie Corporation of New York, 1965.

Bede, Howard H.: "Laymen Volunteers -- A Potent School Resource", Illinois School Board Journal, July-August, 1967.

Bruner, Jerome S.: The Process of Education. Cambridge, Harvard University Press, 1961.

Bruner, Jerome S.: On Knowing -- Essays for the Left Hand. Belknap Press Book, Harvard University Press, Cambridge, Mass., 1963.

Erikson, Erik H.: Childhood and Society. W. W. Norton Co., Inc., New York, N.Y., 1963.

Freund, Janet W.: "Time and Knowledge to Share", The Elementary School Journal, April, 1965.

Mead, Margaret: "Culture Change and Character Structure", Identity and Anxiety, Stein, Vidich, White, Editors, Free Press of Glencoe, Ill., 1962.

Mead, Margaret: The School in American Culture. London, Oxford University Press, 1950.

Ostrosky, Everett S.: Father to the Child. New York, G. P. Putnam's Sons, 1959.

Richmond, Julius B., M.D.: "Twenty Percent of the Nation", Head Start Bulletin. Speech presented at National Conference on Day Care Services, Mayflower Hotel, Washington, D.C., May 14, 1965.

U.S. Department of Health, Education, and Welfare, Social and Rehabilitation Service, Administration on Aging: "Winnetka 'Idea' Reaches Out", Aging, No. 165, July, 1968. U.S. Government Printing Office, Division of Public Documents, Washington, D.C., 20402.

CHAPTER III

THE APPROPRIATE VOLUNTEERS ARE AVAILABLE

Mrs. Janet Burgoon, founder and formerly Director of the Volunteer Talent Pool, Winnetka, Illinois, has, through her dedicated work, created the service described in the first section of this chapter.

STATE OF ILLINOIS
GOVERNOR'S CITATION

to **Volunteer Pool of Highland Park**
for distinguished services to the youth of Illinois... and exceptional accomplishment in developing better community life.

Ordered this 2 *day of* **May** 19**68**
at Springfield, Illinois.

Paul Powell
SECRETARY OF STATE

GOVERNOR

Suburban schools north of Chicago now have Aladdin's lamp because of the resources of the Volunteer Talent Pool and the efforts of its Director and Board. Teachers may wish for an extra pair of hands, for the ability to communicate more effectively with specific children, for slides or movies, for more knowledge about various subjects, for a team of experts or for an individual lecturer. The resources available are limited only by the limits of the requests being made.

There are many agencies functioning to provide volunteers to community services in the United States. These vary in their structure and purposes. The purpose of the Volunteer Talent Pool of the North Shore Communities of Chicago is to recruit, screen and place adults, with interest, skills, or talents to share, in non-profit agencies where these attributes are needed. The agency receiving the volunteer is expected to supervise and co-ordinate the service rendered in a way that will be meaningful to the volunteer as well as the agency.

The availability of a central volunteer resource saves professional time within the receiving agency, and eliminates competition between agencies for volunteers. It is apparent that if many teachers had to locate and communicate with individual volunteers each time such a resource was needed, the waste of time would be prohibitive. Add to the potential use of volunteers in schools, the use of volunteers in libraries, hospitals, community centers and innumerable other agencies.

In addition to the more effective use of agency time, the central recruiting service saves time for the volunteer. In the Talent Pool office, the volunteer has an opportunity to talk about his needs and his limitations for work and to learn what placements are available. He knows from the outset that should the placement prove unsatisfactory or impractical, other opportunities could be found through the central agency.

While the Volunteer Talent Pool is serving many agencies in addition to schools, details of its organization and function are included in this manual for school co-ordinators. It is difficult to conceive of the school program operating without a central recruiting service for volunteers. Not all individuals have talents or personalities which would be appropriate to an educational setting. It is well for their sake that the volunteer agency recruit for a broader base. The philosophy of the Volunteer Talent Pool is that there is a place for everyone and an individual for every volunteer job.

In a booklet issued by The Volunteer Talent Pool in 1964, the following objectives were defined:

1. To find the particular assignment best suited to the skill and talent of a volunteer, ready and willing to serve the community.

2. To man as many jobs as possible in public and not-for-profit agencies -- civic and philanthropic -- with responsible volunteers.

The experience of the first four years of the Talent Pool demonstrated that:

1. Knowledgeable volunteers can enrich the curriculum of the public and special schools.
2. Retired and semi-retired persons can contribute invaluable service if they are judged by their individual capabilities in skill and experience. Age, by itself, is no measure of competence.
3. Housewives and employed persons have a sense of responsibility toward the community in which they live, and are willing to "make time" when their particular talents are needed.
4. Responsible volunteers have a place in tax-supported public administrations and need not be limited to philanthropic enterprises.
5. Extensive volunteer participation can help to develop an informed public opinion on community matters. It is an investment in good citizenship.

For a Talent Pool to recruit volunteers, a wide base of community contacts and a variety of approaches to the citizenry are necessary. To spearhead the recruiting, Mrs. Burgoon recommended a "spark plug", one or two individuals well-known to the community and interested in the challenge of organizing a recruiting center. An exceptional self-starter herself, Mrs. Burgoon suggests the following as possible ways of locating competent volunteers:

1. For recruitment of competent volunteers, check regional listings of "Who's Who in America", "Who's Who in Commerce and Industry", the Retired Teachers' Association, etc., for names of individuals now retired and living in your community. Also check the local newspapers for leads on persons with special talents or unusual interests. Watch for news about people.
2. Communicate with the local fraternal and social organizations in your community to find potential volunteers.
3. Communicate with your local churches and ask their cooperation in interesting their parishioners in volunteer service.
4. Keep contact with the public librarian who can "spot" people with special interests.
5. Communicate with the national offices of professional societies -- explain your purpose and ask their cooperation in giving you the names and addresses of their members in your area, whether still active or retired. Such an effort may yield high returns in terms of finding qualified lecturers or project workers in such fields of interest as science, engineering, law and medicine.

6. Leave posters and return postcards in public places, or use a similar device so that prospective volunteers can know how and where to report their interest.

The postal card made available to the community by the Winnetka Volunteer Talent Pool states:

> OUR SERVICE AGENCIES, SCHOOLS, LIBRARIES,
> INDIVIDUALS NEED YOU TO HELP IN VOLUNTEER WORK!
>
> We have an ever-increasing number of appeals for volunteer work. Each call for help is challenging, interesting and rewarding for the right volunteer.
>
> Hundreds of others in our village are exchanging a little leisure for some of the most satisfying experiences in their lives. Why don't you put your own skill or experience to work, too? The Volunteer Talent Pool will help you find the volunteer work most suited to your abilities and most helpful to your community.
>
> Please mail the attached card or phone 446-3302 today.

The tear-off reply side of the card provides for the name, address and telephone number of the prospective volunteer, the current date and a request for an appointment.

The registrar or director of the Talent Pool is assisted by a board of civic leaders who should be hard-working and have an extensive knowledge of the community. As the request for volunteers grows, a broad base for seeking them out is essential.

The Talent Pool needs not only to recruit volunteers but to interpret the service to all of the non-profit agencies in the community. These agencies have as part of their responsibility the review of the selection of volunteers referred to them, the indoctrination of the volunteers and the supervision of their work. In cases of unsatisfactory performance, the agency has the obligation to refer the volunteer back to the Talent Pool for some other placement. It also has a responsibility to report on the adjustment of the volunteer. Open communication between the Talent Pool, the agency and the volunteer is essential for maximum satisfaction of all concerned. Each contact builds knowledge which can be helpful in future planning regarding the personnel involved.

The recruitment of the older adult for volunteer service has special implications for a recruiting center. More and more people are living to increasingly older ages. In 1900, 3.1% of the population in the United States lived to be age 65 or over. In 1960, 16.6% were living to 65 or longer, and projected for the year 2000 is 32.3%. There are now 8 million adults over 65 in the United States. Many industries have already begun to assist their employees in making retirement plans. As the numbers of older people increase, the responsibility for communities to plan continued usefulness for them will increase. Industries and volunteer recruiting agencies have an opportunity for partnerships which can benefit the individual and society.

Much good will accrues to the industry which sees its retiring employees as individuals with potential for continued usefulness to their communities. The image of the older adult in our culture is very negative and it is imperative that this be improved for the sake of society as well as the individual.

Dr. Keith Berdick in the December, 1967 issue of the Gerontologist writes:

> "I have drawn a bleak and incomplete picture of the senior citizen in America, but one that is not entirely without hope. It has been my argument that the elderly comprise a neglected cultural resource that the nation, especially at this juncture of its history, can ill afford to waste. Their age and experience, their very lives, have come to seem increasingly irrelevant in a world of rapidly changing values and accelerating technology. But for precisely the reasons that make them seem obsolete, the aged are in fact indispensible if human society is to remain truly human. The aged are the repository of traditional human values; their wisdom and experience represent the one possible counterweight to the dehumanizing tendencies of modern times.
>
> "I submit, therefore, that gerontology must transcent its traditional concerns. It must seek to establish the vital relevance of aged lives to the highest purposes of society."

Interviewing the volunteer is particularly significant for placement in school programs. The recruitment service must observe as well as talk with the applicant to determine the most appropriate placement. It is not always what the person says he wants that he really wants. The interviewer must be able to react to what is said, the way it is said and to the description of previous work and volunteer placements in order to judge interests and adaptability. The interviewer must also estimate the responsibility that is feasible for the volunteer in the light of other commitments.

The interviewer should have a confidential file which is cross-referenced for interests and abilities. A formal questionnaire used by the Volunteer Talent Pool includes information concerning the age bracket by tens from 35 years, the record of paid work and volunteer work experience, education, health and physical limitations, special training, skills, hobbies and languages spoken. Time preference and transportation availability conclude the fact sheet. (See Example 6 - (1)

The interviewer also considers the quality of the volunteer's communications and whether his interest is primarily in relation to people or objects. When the volunteer is being considered for a school placement, the age child with whom he is most comfortable is a consideration. Likewise, it is important to evaluate whether a volunteer could work with large or small groups of children, as a classroom lecturer or on a one-to-one basis. The recruiter tries to evaluate all of these questions and relies on the school co-ordinator to reinforce or qualify these observations.

Volunteer recruiting services are known by a number of names. While "Talent" is intended to describe the attributes for sharing possessed by the individual, a number of communities prefer the name Volunteer Pool,= Bureau, or Resource, to avoid the impression that only highly talented people are qualified to participate.

In a number of projects assisted to develop by the Administration on Aging funding, the Volunteer Pool offices were located in the school building and in these instances had easy access and cooperation from the Parent-Teacher Associations of the district. Occasionally, the coordinators have also done or assisted in doing the recruiting, tapping community resources in much the same way as the Volunteer Bureaus but on a much smaller scale.

As programs within and between communities have grown, the smaller programs have developed cooperative and/or dependent relationships on one another. Thus, a recruiting service in Libertyville, Illinois, agreed to serve three neighboring communities, requiring cooperation and support but carrying the central responsibility.

At the same time, the autonomous Libertyville, Lake Bluff, Waukegan and Highland Park programs cooperate with one another in many ways. The Winnetka Volunteer Talent Pool, because of the longer experience and the stability of that organization, has spear-headed seminars for school administrators, volunteers and other Talent Pool organizers.

The Evanston Volunteer Bureau, sponsored by the Junior League, surveyed all of the non-profit agencies before becoming established and provides wide service to the community.

In 1962, Mrs. Burgoon identified qualities which were significant in the selection of individuals to volunteer in the schools:

> The volunteer first, had to be a person whom a child could recognize as a competently functioning adult. Certain personality characteristics were present in those who performed most effectively in the project:
>
> 1. A willingness to invest something of one's self in a relationship with a child -- listening, caring, loving. A degree of emotional involvement was important... It had to be a comfortable relationship free of compulsion and demands. Only a warm, friendly, "giving" person could qualify.
>
> 2. The volunteer had to have knowledge of, interest in, and enthusiasm for subject matter which he could with help organize and impart. This required the ability to communicate, with an appropriate vocabulary and with the logical development of ideas, and to hear and respond to the child's inquiry with sensitiveness, patience and tolerance.
>
> Alertness, flexibility, ingenuity, imagination, were important in shaping materials, and a willingness to seek out additional related content and equipment using the child's interest as a guide. Since the structure of the project also required that the material relate to the curriculum so that the child's new

learning could be underscored in the classroom, easy communication with the professional school staff was also desirable...

> 3. Adaptability, an acceptance of direction from the co-ordinator ... The volunteer helps the child to sense that education is an open-ended process to which one adds knowledge with each experience in an exciting and ever-changing world.

The volunteers who are placed in schools serve such a variety of purposes that the clearer the definition of the need for them, the more appropriately they can be placed. The type of information which would be helpful to the recruiting agency includes: the tasks to be performed, the type of background and training preferred, the size of the group to be worked with, their age, the time and place of the first appointment and subsequent projects and any additional information that is pertinent. See Example 6-(2)

In Waukegan, Illinois, a technique was developed by a co-ordinator which not only facilitated recruiting of volunteers but also assisted in wise assignments being made. Periodic invitations were given to the community to visit the school. As volunteers saw work being done by people like themselves, and viewed the satisfaction of teachers, they gained in confidence and interest. Often the volunteer was able to identify the capacity in which he could best serve.

The success of the school placement depends to a large extent on the quality of communication and cooperation between the recruiting agency and the co-ordinator in the school. Each must be aware of the value of the other. The satisfaction of the school and of the Talent Pool personnel relates closely to the guidance and encouragement provided to the volunteer. If he is appreciated and his contribution is a valid one, all phases of this community service benefit.

The key to maximum use of the program in schools is in the relationship developed with the principal. The co-ordinator may find it helpful to attend faculty meetings. The co-ordinator should be imaginative and resourceful in suggesting ways to use volunteers in relation to programs and goals of the school, individual teachers and special staff. It is very helpful to work closely with a particular staff member who is enthusiastic about the program and wait for the gradual spread of the work through observation and awareness of this satisfactory experience.

It is important for the school principal to visualize the co-ordinator as an integral part of the school program and not simply a talent finder. After specific lectures or projects are concluded, it is meaningful for the volunteer to receive some evidence of appreciation. The co-ordinator may wish to thank the volunteer by letter or personally. A class project of letter-writing frequently has for its message the expression of appreciation to the volunteer. The co-ordinator is responsible for arranging for appropriate recognition and appreciation.

There is a burgeoning number of volunteer programs that relate to education today. Some of these take place during school time, some are after-school programs that relate to academics or extra-curricular activities. Other volunteer programs take place in community centers of one type or another. Some are tutorial in nature, directed toward compensatory education.

An unusual program has been taking place in the public schools in southwestern Indiana which provides close articulation between the school and the community. Extensive use is made of televised teaching. Studio teachers who are paid as classroom teachers, but are responsible for only one class a day, prepare televised programs with local industrial and cultural groups, obtaining lecturers, equipment and artifacts to present superior, up-to-date programs. In the classroom studies, close correlation with the programs is maintained. In research of the project, it was found that students following the televised lessons always learned as much as the classrooms without TV and sometimes significantly more.

In many communities, college students are working closely with elementary schools, not only benefiting young students but also helping to recruit future teachers.

A National School Volunteer Program has been established in New York City under a Ford Foundation grant. It is designed to help local citizen groups and the Boards of Education in as many as possible of the 20 largest cities in the United States to establish their own School Volunteer Programs or extend and strengthen existing programs. The objectives of this program are to provide needed services in schools at minimal cost and to pinpoint for the participants the need for more adequate budgets for education. This School Volunteer Program provides individual attention and assistance to children and taps the human resources for enrichment projects. It provides more community understanding of problems of education through involvement of volunteers in the schools.

While some communities are beginning to exploit the human knowledge and resources available for education, many others have not realized the possible implications and values of such programs. Experimentation is needed in various types of settings, different economic levels, and with differing cultural groups. New applications of volunteers will lead to new meanings. The new meanings can lead to more creative educational programs. Make a wish!

Dr. Milton C. Cummings, Junior Director of the United States Department of Education, stated in a report on the Winnetka program:

> In virtually every community in the land, the school board, the school administrator, and groups interested in the lives and resources of older people can join in an effort to bring old and young together in creative activities helpful to both. Within the lives and minds of older people a wealth of experience lies waiting to be shared with eager students; all that any community needs to do to unlock this treasure is to use some imagination and do some careful planning.

In 1967, under the Administration on Aging funding to assist communities to develop school volunteer programs, a design for consultation and demonstration was written to assist schools and communities to develop school volunteer programs. The schools, of course, cannot be limited to using only the older adult as volunteers. Indeed, the older adult is not interested in segregation by age. The unique contribution of each volunteer, carefully screened and matched to the task, is the significant factor. However, we need desperately to use appropriately our senior members of society. Just as our young people are a resource not to be wasted, so are our aging.

The design for schools and communities developing volunteer programs follows. It indicates not only the process of such development but spots where consultants could be helpful. In all instances, schools and communities are urged to start programs on a small scale and permit the project to grow.

DESIGN FOR CONSULTATION AND DEMONSTRATION SCHEDULE

Project for Academic Motivation,
Volunteer Participation in Schools,
Administration on Aging, March, 1967.

I. The Preliminary Consultation(s)

The P.A.M. is basically a service to schools but there are meanings which are being explored in relation to the older adults who are participating. With rare exception, the preliminary request for service comes from the school, that is, from the administration with the approval of the board of education. The preliminary consultation may be expected to consider:

A. The interest and objectives of the school system planning to utilize the P.A.M.
B. The interest of individuals or groups in the community in recruiting, screening and matching volunteers requested by the schools with the needs of the schools.
C. The availability of volunteers, 60 years of age and older.
D. The availability of appropriate individuals to coordinate the service.

II. The Developmental Consultation(s) with the School

This consultation should define with the school immediate and long-range objectives. Preliminary assistance in presenting the goals and possibilities of P.A.M. may include speaking engagements to school board, administrators and/or staff as requested by the administration. For example, P.A.M. may be developed in one or more schools within a district, at one or more grade levels, with one or more objectives. The educational purpose in general of this program is to extend and supplement but in no manner displace any professional educators. For example:

A. An enrichment program may be developed at the request of and under the direction of the professional staff which may augment the curriculum through classroom lectures. Likewise selected volunteers may work on an on-going, usually one time a week, basis with individual or small groups of children who then share data learned with their class -- as a committee reporting to the group.
B. Resource people may be made available who are specialists and can bring current or specialized information to staff in lectures or seminars.
C. P.A.M. may be a remedial or supplemental service in which teachers or specialists on the staff design and supervise individualized programs for children. Volunteers may carry out these programs, thus extending the teacher and further individualizing teaching.
D. A program utilizing volunteers and supervised by professionals may be designed for specific problems or specific types of children such as programs for the gifted, for the academic underachiever, for children of differing cultural and lingual backgrounds.

E. Under the direction of specialists, the volunteer may serve to assist in educational research.

F. The volunteer may assist in non-teaching tasks, teacher-aids, material preparation in design and/or production and permit the staff personnel more time for teaching oriented tasks.

G. Volunteers may serve the administrative office or Board of Education in compilation of data, public relations, research or counsel.

III. The Developmental Consultation(s) with the Community Service

The community service which recruits the volunteers may be an individual, a committee, representation from one or more agency or organization or a community-wide program. This recruiting service may be served by the P.A.M. team through consultation, seminars for training of staff and/or volunteers, literature, and/or arrangements to speak at community gatherings at the request of the recruiting service. Certain basic guidelines are:

A. The objectives of the Administration on Aging team is to demonstrate the availability for and value to education of the older adult and the benefits of service in education to the older adult. The community recruiting service may, however, wish to extend its work to recruit appropriate volunteers who are under 60 in addition to those over that age.

B. The recruiting service may wish to extend the agencies served to other non-profit agencies other than schools. The recruiting service is autonomous but the assistance of the consulting team is for the relationship with schools and concerned with the involvement of the older adult.

C. Whether the volunteer is recruited by an individual, by representation from a single agency, by cooperation of several organizations or by a total community program, there are certain priorities for effective recruitment. Like the pebble dropped in clear water, the ever-expanding circles widen, so each volunteer referral should lead to other referrals through effective communication. For example:

1. The director of a retirement center is serving as liaison at the community level for the school service and locates an appropriate volunteer to fulfill the request made by the school coordinator.
2. Personal rewards accrue to the volunteer through the response of the students, the appreciation of the teacher, and the guidance and supervision given by the school coordinator.
3. The coordinator also, however, has a responsibility to the recruiting service and sends a report (usually in monthly statistics with other reports of volunteer service).
4. The recruiting agent either writes or arranges to have written, an interesting summary and anecdotal report of the progress of the school program and the involvement of the volunteers.
5. This story is given attention by local press, school and other agency media and is sent to interested agencies, and a copy may be clipped and sent to the volunteer. By this same means unfilled requests may be publicized.
6. As such information spreads, the satisfaction of the volunteer deepens, other interested people become involved and have similar satisfying, extending experiences, the circles widen and P.A.M. grows.
7. In our hypothetical case, the liaison director of the retirement center keeps the P.A.M. in mind and encourages participation of appropriate new members. Each individual becomes involved in this circle of relationships.

8. The volunteers share this school experience with contacts of other aspects of their lives, their industrial and business associations, their religious and social groups, their hobby associates and their friends. Thus, every participant becomes an ambassador for expansion.

IV. The Developmental Consultation(s) for the School Co-ordinator

Traditionally in this program, the coordinator, whether paid or volunteer, has been responsible to the school administration for implementing the volunteer program. The coordinator's role is defined by the administration and supervised, usually in relation to another phase of the academic program as the learning center, library, guidance department or special service for the gifted child. Within the framework of this definition, the coordinator operates to implement the volunteer program to serve the department under which she works, the educational program generally and the professional staff with whom she is involved. She arranges meetings with the volunteers and the professional staff, avoids duplication and time-consuming arrangements on their part. She serves in some capacities as clerk, hostess and to some extent social worker and educator. Often community resources are developed to meet educational needs and the coordinator, always under administrative directives, has opportunity to develop innovative projects and programs.

V. Operational Consultation and Demonstration(s) for School

The operational section of these guides may be implemented by talks to groups of teachers, volunteers or coordinators, by seminars or by demonstrations. In the latter case, members of the AOA team actually perform the service required, i.e., to lecture to a class of children as a guest volunteer would, to work with a small group or an individual child, to coordinate a volunteer program to demonstrate a method of doing these things with local people participating as learners.

A. Seminars for staff may include discussion of curriculum design which would utilize volunteer services, as lecturers, with groups, with materials.

B. Seminars with staff may include discussion of use of volunteer to meet special needs of children, tutorial, enrichment, supportive.

C. Seminars to train coordinators to deal with information regarding:

1. Cooperation with recruiting service.
2. Responsibilities to administration.
3. Supervision of volunteers.
4. Design of projects and lectures.
5. Professional development of coordinator role.
6. Coordinator in relation to a learning center.
7. Work with specialists in education.
8. Utilizing volunteers to meet special developmental needs of students.

D. Seminars to orient volunteers concerning specific role in school:

1. Goals of school in using supplementary services.
2. Requirements of school-medical, parking, etc.
3. Confidential and professional requirements.
4. Relationship to coordinator and supervision.
5. Specific guides for supplementary work in math, English, social studies or any other subject area.

VI. Operational Consultation and Demonstration(s) with the Recruiting Service

The extent of this will vary with the type and scope of service established. It may vary from the concept of one school or even one classroom and one agency to the area-wide school and community program. All assignments in the recruiting service are interdependent (see section III). Each facet should be correlated with the total program to avoid duplication which would lead to resistance to the service. Each assignment has implications for the publicity committee, for statistical reporting and for record keeping. Except in the smallest project, more than one individual will be involved in the volunteer service so that careful notes appropriately filed are imperative. Procedures and routines will vary but generally will take the following needs into consideration:

A. A director, who may be responsible to a board, to a group of agencies or a committee depending on the recruiting service structure but whose role it is to coordinate all aspects of the program and provide a working relationship with the agencies being served.

B. An office staff (or an individual or group) responsible for keeping records, organizing, classifying and filing date regarding all participating individuals and groups. This is necessary in proportion to the numbers of people operating the recruiting service in order to avoid duplication. The files must be checked in order to match the volunteers to the requisitions. Lists of active volunteers, the date and place of their work must be compiled and maintained. Lists of volunteers to be interviewed and lists of volunteers interviewed but not placed should be kept current with interchanging as necessary. The entire operation must be viewed as an interacting process, not as an accomplished task. Each of these lists has a function. One knows whether to assign a volunteer by whether he is already working in a number of schools or not at all. The pending interviews must be set up and accomplished, recorded and filed with entries alphabetical and in terms of their abilities and skills. The volunteers who are not placed must have concentrated effort made to place them -- perhaps in another setting if the usual one is not available for their servides -- so that each volunteer will be used constructively. The office staff regardless of how small it is should have some arrangement to communicate effectively with one another and with the agencies being serviced through their liaison people.

C. Stationery and forms have to be available. Stationery for correspondence with agencies and volunteers, forms for appointments, interviews and follow-up.

D. Recruitment personnel will develop liaison relationships with community services, speak to groups of potential volunteers, recruit through telephoning, through visiting of industries, institutions of higher education, professional and governmental organizations, etc., to search out volunteers with specific knowledges.

E. Interviewing personnel to obtain information from the volunteer, by office visit, home visit and/or partially by telephone depending on circumstances, to give general orientation to the volunteer regarding the position he will fill in relation to the school, and specific time, place, age of children and subject-matter of his current assignment.

F. Personnel to fill the assignment of screening and matching the volunteers to the request. This may be separate from A, B, and/or D, and E, but need not be.

G. Likewise, for publicity and public relations personnel. This individual or committee should watch for relevant news items, clip data for files, publicise the school project through a wide variety of publicity media, make known its development and its needs, clip publicized materials for scrap book, headquarters bulletin board and to send to volunteers in appreciation for their service.

H. Problem of housing and telephone must be met although again not necessarily separate from an existing facility. Resources and supplies must be obtained. In some instances, a paid office staff will be required depending on the scope of the operation.

I. Statistical reports may be done by any one or more of the above groups or may be a separate function. The general purpose of statistics is to clarify directions and progress, observe the growth of the project and show up any weaknesses. How many adults over 60 are involved, reports to liaison agencies, news releases, all require statistics.

J. Some arrangements may need to be made for supportive services for the volunteers as transportation or baby-sitting while they are working.

VII. Follow-up Consultation

Follow-up consultation with school, recruiting service and coordinators may be made at the request of any of the foregoing. Follow-up for purposes of evaluation and statistics and/or research may be made at the request of the demonstration team. As each school and community setting differs, it is probable that variations in organization of the community recruitment and school use of the volunteer services will differ both in organization and operation. Some innovative procedures will develop which in some instances will be identified with particular aspects of the community or school which are characteristic of other settings elsewhere. It is anticipated that opportunity for replication will then arise. Examples of such variations are:

1. The development of pre-retirement programs involving the older adult while he is still employed so that a transition to service in education may be made.
2. The use of retirement homes or centers as headquarters for P.A.M. when transportation to schools is not feasible because of the fraility of the older adult.
3. The emphasis of the significance of the involvement for the older adult as opposed to the entertainment approach.
4. The possibility of compensating older adults in economically deprived areas who work in schools through relationships with existing social agencies in the area.
5. The use of block organizations and religious and welfare structures already in operation as liaison agencies for recruitment of volunteers.
6. The involvement of the problems of aging in curriculum work.

SOME QUESTIONS ABOUT RECRUITING VOLUNTEERS

1. Obtain information about a volunteer recruiting facility located in a non-suburban area and comment on this service.

2. What are the advantages or disadvantages to having a volunteer recruiting service for school programs exclusively?

3. Discover and comment on how a specific industry prepares its employees for retirement.

4. Describe ways in which publicity might assist recruiting.

5. Interview a prospective volunteer and present an analysis of the type of placement preferred, supporting your point of view.

6. What are some of the relationships with industry in recruiting volunteers?

7. Design a project in which you might work as a school volunteer.

8. Visit a volunteer recruiting service that serves schools only. Visit a volunteer recruiting service that serves non-profit agencies in addition to schools.

9. Talk to a hospital or religious organization's director of volunteers.

10. "Volunteer" means a worker who is not paid. Can you think of a more descriptive term to identify the school volunteer?

11. Identify a variety of motives for which individuals volunteer.

References:

Berwick, Keith: "The 'Senior Citizen' in America: A study in Unplanned Obsolescence". The Gerontologist, Vol. 7, No. 4, December, 1967.

Burgoon, Janet: How to Set up a Volunteer Talent Pool for Community Service. Volunteer Talent Pool, 620 Lincoln Ave., Winnetka, Ill.

Burgoon, Janet: Mimeographed statement concerning the qualifications of Seniors in the Project for Academic Motivation, Winnetka Public Schools, September, 1962.

Burgoon and Winter: Operating Manual for a Volunteer Talent Pool, January, 1967.

Carter, Howard: "The Retired Senior Citizen as a Resource to Miminize Underachievement of Children in Public Schools", Archives of Physical Medicine and Rehabilitation, Vol. 45, May, 1964.

Cummings, Milton C., "Educational Opportunity for Adults", School Life, March, 1962.

"The Volunteer Talent Pool Enriches Learning", The Highland Park News, April 8, 1965.

Morse, Arthur D.: Schools of Tomorrow, Today. Doubleday & Co., Inc., Garden City, New York, 1960.

National School Volunteer Program Kit, Public Education Association, 20 W. 40th St., New York, N.Y.

The Older American, President's Council on Aging, Washington 25, D.C., 1963.

CHAPTER IV

THE PROCESS OF REFERRAL

School policy is determined in public education in the United States by school administrators in cooperation with boards of education and the professional staffs. The scope of a program utilizing volunteers will be circumscribed by the school policy. This will relate closely to the financial condition of the school, the types of special services available, the amount of physical space in the building, class-size and student population.

Within this framework, however, the possibilities of the volunteer program depend to a great extent on the vision of the co-ordinator, It is necessary for the co-ordinator to be familiar with the resources of the staff. Evaluations of these factors can suggest areas in which the volunteer program can be useful.

Ideally, the program should cooperate closely with the School Board, the administration, the school staff, the Parent-Teacher group and community organizations. The program using volunteers should be adaptable and flexible since the original needs and resources of a school change with economic and population changes. Government involvement in education and cultural change affect schools. The school-community program does not replace or displace professional staff but supplements it. When a volunteer aspect of a service is required more extensively than is appropriate to volunteers, consideration should be given to the possibility of that aspect becoming a part of the paid program. Regardless of whether the co-ordinator is paid or is a volunteer, to be effective the co-ordinator must be accepted as a professional person by the administration.

Various school systems will view the organization of the program in various ways. Some schools will have relatively autonomous programs and others will be in conjunction with another school resource. One high school, out of concern for the more able student who required more classroom enrichment than was feasible in terms of staff time, planned their volunteer program through their Guidance Department channeling bright children to appropriate enrichment projects. Another developed a cafeteria-style program available during study hall for those students able to utilize it.

Another high school system, having professional personnel with time available to work with the science, art, music, math, social studies and language specialists, makes the volunteers available to these specialists for a variety of needs including lectures, materials and individual projects.

Some systems have varying degrees of identification of the volunteer program with the classroom curriculum. Schools with small, more autonomous staffs have used the volunteer program directly in relation to the classroom teacher. Not all schools correlate the content of the volunteer program with the academic curriculum. Some feel that the interest stimulated is the significant factor and can serve as motivation or enrichment through the content and the interpersonal relationship. In practice, the most efficient programs are curriculum involved and not isolated experiences for the students.

It is well known that the intellectual stimulation provided by variety is a basic human need. The volunteer program makes variety available to the teacher. It is another teaching medium which is available for discriminating use. The teacher would do well to consider what she is looking for when she makes a request for a volunteer. Is it expertise, another pair of hands, or a capacity for warmth and emotional response to an individual child?

The co-ordinator's role is to help the teacher to define what is being sought. Some co-ordinators are Resource Directors and have access to audio-visual materials, special services and volunteers. Regardless of the extent of responsibility of the co-ordinator, he should be of assistance to the teacher in clarifying the choice of resource for the situation under consideration.

The process of referral begins with a request to the co-ordinator of the program. The co-ordinator is in some cases an employee of the school, with other responsibilities. In some instances, the co-ordinator is a volunteer. In a school, making extensive use of its community resources, the co-ordinator should be available at least part of each school day. There is something quite artificial in having resources available only on a specific day. A "cafeteria" arrangement, which a resource center is able to provide, where the meeting of needs can be scheduled all week long, appears more appropriate. However, it is not unusual to have the program begin on a one-day a week basis. The co-ordinator should be present when the volunteer is in the school.

In the small school setting, the referral may be quite informal. The staff member desiring a supplementary service tells the co-ordinator what she seeks. The experienced co-ordinator can help design the service and can herself be a resource for the staff. Let us suppose that a teacher has a restless, bright girl who is beginning to withdraw psychologically because she is already familiar with much of the classroom content. Perhaps the field of social studies that is under consideration is covering a specific period in French history. The co-ordinator can suggest projects from art, politics, creative writing, music, and endless other possibilities. Specialists to help develop a project with this child can be obtained, and the summation of her work be presented as an enrichment project to the entire class. Such a program would probably take place once a week over an extended period. It would be unusual if the girl did not look forward to these sessions with experts and find herself more deeply involved in the learning process.

In some schools with larger staffs, the referral begins with a form which does in writing what the teacher in the small school does verbally. (See Example, Section 6-(3) The referral form gives identifying information about the child, name, age and grade. Statements are included concerning the reason for referral -- whether this is a child in need of motivation or enrichment, whether he has extensive or limited interests and ability academically and what the teacher hopes to accomplish by the referral. Likewise, a request for a classroom or assembly lecturer identifies the age-level of the group, subject content and details of time and place.

Often the volunteer program has been used successfully to motivate the academic underachiever. The process of referral of the academic underachiever, involving identification of the underachieving student and the cooperation of guidance personnel, is discussed in detail in Chapter VII.

The decision to refer a child to the volunteer program for enrichment may be made on the basis of some of the same observations which may actually precede evidence of academic disinterest. (See Chapter VII) However, the enrichment referral may simply be on the basis of providing more depth in a particular field than is practical in the classroom. Such a referral could be based on evidence of interest or knowledge in that field on the part of the individual or group of students.

Often a referral for enrichment will be the result of a sensitive teacher's wish to provide an opportunity for excellence for a child which will help him discover his own possibilities. This is particularly true of children whose older siblings have had fine school records and who need to find an academic area that is unique for themselves.

It is wise for the staff to work closely with the co-ordinator in establishing the meaning of each referral. Unless such meaning is established at the point of referral, evaluation of the worth of the time out of the classroom for the child, and of the investment of time, energy and money for the school system, is not possible. When the request for a volunteer is purposeful, the fulfillment of meaning for all involved becomes a good possibility.

Approval of the principal is required before referral is completed. The reasons for this are readily apparent. The principal has usually known the student over a period of years and has perspective on his development and the resources that have been used with him. Sometimes the principal knows the student's family and the interests and attitudes pertinent to learning in school. The principal will want to talk with the teacher about the extra activities of the class as a whole and those of this child in particular. Care should be taken that a student does not have an excess of extra classroom activities. When a referral is made for motivation, the teacher and principal will want to differentiate between the child who needs physical or psychological help and the student who would be appropriate to the Project for Academic Motivation. When a referral is made for enrichment, the choice between other enrichment programshas to be made. This depends on the available resources, such as library programs and academic specialists, previous enrichment programs in which the child has been active, and the depth of material being considered.

The principal will want to know about cases of supplementary materials or lectures to the classroom as a whole, to consider how they relate to the total curriculum of that class and to consider their possible application to other classes at that or other grade levels.

In some schools, where children are removed from classrooms during school time, it is necessary to secure permission from parents. This is an administrative decision. Whether the teacher, the co-ordinator or the principal makes this contact with the child's family is a matter governed by school policy and consideration of the individual situation. The conference with the parent may be used as an opportunity to understand the interests of the child and parental attitude and resources as they relate to intellectual stimulation.

There is nationally a great deal of activity with the pre-school child in relation to the culturally disadvantaged. More and more of the research concerning the accessibility of the child to intellectual motivation and stimulation indicate a close relationship to parental attitudes in this regard. A very promising development is that of culturally disadvantaged parents undertaking adult education programs so that they can learn along with their children. It is not surprising that these children have a decided advantage. Tutorial and other supplementary adult education programs are burgeoning after school, during the week-ends and in the evenings. The volunteer program may be used to secure human resources for these after-school and evening programs.

The process of referral to the volunteer resources within the setting should not be viewed as isolated from these wider community educational programs. Many of the same volunteer resources will be used. Many of the school problems will be ameliorated by the involvement of parents in these or after-school programs. Many of the co-ordinators working in the school programs will be contributing to the overall program. While education must be different at different levels, it is self-defeating unless it is viewed as an interrelated continuum.

Special consideration needs to be given to the motivational referral in addition to clearance with the principal and the parents. In these referrals, teachers are asking that special needs and problems be met, and a primary consideration is whether the volunteer program is the referral of choice.

The reasons for lack of success and involvement in the academic arena are numerous and interact and compound each other. The volunteer program supplements the special services, but it does not replace them. This is particularly true in relation to the psychological and social services that some schools provide. It is a particular hazard when there are no such special services or when they are acutely limited. The volunteer program is not a substitute for these other services.

There are two major aspects to the process of referral for the child with a motivational problem. The nature of the problem should be clarified, and the program for modification of it established. Referrals for motivation should be evaluated with the help of professionals in the field. In schools that have no guidance program, the community social agency or psychiatric resources could be accessible for this purpose.

Just as the co-ordinator of the school program requests the type of volunteer desired through a talent pool, it is also, part of her function to help establish liaison relationships through the school administration with appropriate professional agencies in local or nearby communities to provide supplementary services to the school. She does not take the role of social worker, but makes the need apparent and begins to open the way for such a service.

The guidance department or equivalent agency should determine, in so far as it is possible, whether this child referred for motication is a candidate for some type of therapy -- medical, social service or psychiatric, or whether by being given individualized attention in an academically oriented and intellectually stimulating project, his motivational needs may be met.

If the referral is for motivation, a number of schools funnel the original application to the principal and then to the guidance service. The co-ordinator does not see the referral until this clearance has been made. Children have a way of refusing to adapt to the classifications established for them, and, in all probability, most of the referrals for motivation will have not only elements for which a type of therapy would be desirable but aspects that would respond to the volunteer relationship. They are not necessarily mutually exclusive.

In consultation with the co-ordinator, the type of program and, to a degree, the limitations of goals can be established. A compromise is necessary between available resources and avoiding a situation that is frustrating for the child and the volunteer. Often the guidance department will request referral to the volunteer program, and both the Project for Academic Motivation and the department will operate within the limits of their own resources and techniques. This must be by plan, however, to avoid the problem of too much activity for one child and a confusion of roles and purposes.

In recent years, with programs open to referrals for individual children for either enrichment or motivation, about 15% has been for the latter. It is not usually necessary to clear an enrichment referral with the guidance office.

When the first, or office, phase of the referral process and parental approval when necessary is completed, the co-ordinator is ready to meet with the teacher and with the child to formulate the program. The conference with the teacher, as in the original referral, can be formal or not, depending on the school. Generally, it is a matter of a few moments' conversation to clarify content, time and place.

This process is necessary for arranging for volunteers to come in as lecturers as well as for individual projects. The teacher should not be asked to fill out forms, make formal evaluations, phone calls or take classroom or extensive personal time for conferences. The burden of responsibility should be on the co-ordinator. The entire program should not be an additional demanding segmentation of teacher time, but quite the opposite, a resource working to the advantage of the teacher, the child and the curriculum.

It is the responsibility of the co-ordinator to establish a firm working relationship with the teacher so that follow-up of the program, both in the classroom and out, will develop from interest and a sense of the value of it. Teachers are people, too, and their reward for participation in the program must come from the tangible values made apparent. This derives from realistic goals of referral and effective communication. For example, if a lecturer is brought to the second grade who can only speak at college level, the teacher will rightly feel that class time has been wasted.

Sometimes referrals are made to projects on an open basis. The coordinator is asked to discover an interest of the child that relates to a broad academic program. Thus, a child who is a stamp collector might be encouraged to work with an authority on historic events that would involve United States history in relation to Commemmorative Stamps. This could be identified with art and printing as well as with history.

It is essential for the co-ordinator to clarify whether the teacher is interested in a specific or an open type of referral. When it is specific, great care should be taken either to fill the exact request or to arrive at a mutually satisfactory modification of it.

Principals and teachers generally want a list of available volunteers and their specialties. There are problems associated with this that have to be clarified. Almost as soon as a list is typed, it becomes out of date. Volunteers, while amply available, are also in demand. They can work in only a limited number of schools and they frequently travel or are involved in family responsibilities. The volunteer that is secured for a school program has made a commitment to come, and records indicate that, with adequate coordination, his attendance record is excellent.

Volunteer lists of previous years read somewhat like a curriculum guide with topics like geology, astronomy, navigation, and government followed by details of the experience of a specific volunteer. If one says to a school that an expert in transportation or insects or flowers is available, that expert must be held in reserve for the day of the week on which that school may use him. As a consequence, either the school feels obliged to involve him and stretches its curriculum to include him, or he is frustrated being unable to accept another asignment. More flexibility is possible without a list of specific volunteers being available to the school.

Perhaps the most telling argument against having volunteer staff assigned to a building before referrals are made, is that this limits the imagination of the teachers. They are less liable to think of what they really want, to dream a little, if the possibilities are circumscribed. Perhaps all types of volunteers will not be available. It hasn't happened yet. Because volunteer bureaus cooperate with one another, the field to draw from is wide.

There is a difference in teacher involvement between wanting to fill a particular need, to learn more about something, or to reach a given child, and having a prescribed list of available resources. Of course, not all teachers are good dreamers and that is where the co-ordinator fits in. She can familiarize herself with the curriculum on a "Where are you now" basis and make suggestions.

There are usually several ways in which the skills of a talented volunteer may be used. A portrait painter has lectured to classes as part of a team-teaching program in the study of art. He has given demonstrations of perspective and portraiture to individual classes; he has worked with small groups of children as enrichment for the artistically-talented and motivation for the talented who are academic underachievers. He has helped both staff and students in designing stage backgrounds.

Content of the lecture, once it has been decided with the teacher, needs to be interpreted to the volunteer. The volunteer needs to know: to what extend has the material he is to lecture on been presented to the class, what are the teacher's objectives in having the guest lecture, how much time is being allocated, what equipment is available to meet his needs, what is the age and size of the group? The co-ordinator should attend the lecture and evaluate the service for future requests, discussing recommendations with the director of the Talent Pool so that these findings may be considered in future placements. (Example 6-(4), Report of classroom lectures)

The project for an individual or a small group of children is an evolving one and needs to be reformulated, reported to the teacher, and reviewed regularly with the volunteer. The whole task of the co-ordinator is a process which evolves rather than has endings. The time and place of individual projects is more specific since scheduling of rooms and people are involved. Economy of the volunteer's time and the period when the child can be released from a classroom activity must be considered. For example, let us assume that an expert in geology is working with seven 5th grade boys from three different classrooms one morning a week for six weeks. The boys are working in three groups, four in one group, two in another and one on a one-to-one basis. They could be grouped together or differently, but let us say that the group of four have been referred for horizontal enrichment, more depth about the geology the class is discussing, a project the four can research and report back to the class. The two students, let us assume, were absent frequently and needed some make-up work in the subject. The student alone, is having difficulty being involved in geology although he is otherwise a capable student. Here we have, designed with the teacher, referrals for enrichment, tutoring and motivation. This same volunteer might on some occasions be invited to lecture to the classroom.

In scheduling the morning's projects, the group of four should be assigned for the first period and the group of two for the second. If by any chance the one student were absent, the volunteer would not be left waiting but could leave early. If the one student were scheduled first or second and was absent, this could be a problem.

The children in the projects are the central figures in the process of referral. How they see the program is of considerable significance. Do they think of it as a program for enrichment or motivation? What do they expect of it and is this appropriate? What would they like to do in the project and how would this be helpful to themselves, to their class, and, as in the case of building equipment, to their school?

The co-ordinator might wonder whether this is a gregarious child who would want to be in a group with others. The child's general vocabulary level, his interests and his ability to relate to people, will influence the choice of a project, or its emphasis.

The projects themselves, the meaning they have for children, for education, and for the volunteer are the real essence of the program. One volunteer spoke of himself as a catalyst extending horizons of children. He added that both the volunteer and the child change through this process.

While the co-ordinator can be the instrument for adding the variety and special sounds to the music, the school administration and specifically the building principal is the conductor. He sets the tone and the meaning of the volunteer program in his building.

ACTIVITIES TO CLARIFY THE REFERRAL PROCESS:

1. To what extent should the school administration be involved in the volunteer program, the principal, parents?

2. Differentiate between the role of the school co-ordinator and that of the social worker.

3. Describe an interview with a teacher who requests a volunteer for a lecture, for an individual child's project.

4. Have an interview with a child for whom no particular project has been suggested and determine what type of program would be appropriate.

5. Compare the degree of autonomy of a teacher in the United States with that of one in France, England or Norway.

6. Itemize various types of resources which can be made available through a school Learning Laboratory. Consider an industry with which you are familiar and indicate what additional facilities could be made available to the school by a cooperative relationship with that industry, functioning through the Learning Lab.

7. Describe the relationship between the school co-ordinator and the volunteer recruiting agency.

References:

Graham, Grace: The Public School in the American Community. Harper and Row, New York, 1963.

Guidelines for Student Referrals for the Volunteer Program. Braeside School, Highland Park, Ill.

Huus, Helen: The Education of Children and Youth in Norway. University of Pennsylvania, University of Pittsburgh Press, 1960.

Learning Laboratory, Winnetka Public Schools, 1964 and 1965 publications, Ford Foundation Reports.

Mukerji, Rose: "Roots in Early Childhood for Continuous Learning", Young Children, Vol. XX, No. 6, September, 1965, Washington, D.C.

Murphy, Lois Barclay: The Widening World of Childhood, Basic Books, Inc., New York, N.Y., 1962.

Washburne, Carleton W. and Marland, Sidney P., Jr., Winnetka: The History and Significance of an Educational Experiment, Prentice-Hall, Inc., Englewood Cliffs, N.J., 1963.

CHAPTER V

DIRECTIVES FOR CO-ORDINATORS

Certain specific directives have developed in the schools in which the volunteer programs are operating. Not all of these directives pertain to all schools nor are these the total possibilities. Many states have laws which refer to the school-volunteer programs. They may give directives concerning who may volunteer and under what circumstances. The co-ordinator should be familiar with the school law as it relates to the program.

Since the volunteer works in schools and there is contact with many children, precautions should be taken not to expose the children or any adults to communicable illnesses. Co-ordinators and volunteers should not work when they are ill. They should utilize public health or other resources to check against tuberculosis. A report of negative findings should be filed in the school administrative office. The co-ordinator is responsible for interpreting this recommendation to the volunteer and seeing that it is accomplished.

The co-ordinator should discuss and establish routines for referral and reporting to the principals and other administrators. These routines will relate to the smooth functioning of the program and to the follow-up and research possibilities recommended by the school system or "discovered" by the co-ordinator.

Routines relating to the functioning of the program may include the referral procedures, the schedule, the technique for reporting the daily progress of the project to the teacher, evaluative measures for an individual child to determine how long his participation should continue and how he is adapting, and evaluative processes for assessing the individual volunteer and the volunteers as a group.

The referral form is a convenience for the teacher and principal so that the referral is not dependent on the co-ordinator's being present. Co-ordinators thus far in our experience have not been available on a daily basis. As the program becomes more identified with resource centers, teaching materials, libraries, curriculum planning and aids, and the services of school specialists, it will probably prove more economical to have the co-ordinator available daily. This could conceivably make all of the procedures less formal and considerably more simple and fluid.

The schedule, in past experience, has been helpful in identifying the time and place of each child's meeting so that rooms for them are available, the principal will know the whereabouts and activity of each participant and, in the co-ordinator's absence, a substitute will know how to proceed. (Example 6-(5), Schedule for P.A.M.)

It is highly desirable for the co-ordinator to be accessible to the teacher without intruding or demanding excessive time. How this is accomplished is easier to define in negative rather than in positive instructions. The co-ordinator does not go in and out of the classroom uninvited. When she does go in, it is for a planned purpose. Children are not sent back to the classroom to pick up the pencil or other supplies they forgot. Volunteers should not enter the classroom to get children who forgot to come to the projects. The co-ordinator does not seek a teacher out to tell her to make a referral. She should be subtly available, before or after class, or during recess in the teachers' lounge. Notes for minor requests or reports may be placed in the teacher's mail box. In general, since the resource programs are a service to the teacher designed to make teaching more effective and to bring materials and people to her with ease and constructive purpose, the whole tone is one of service at the convenience of the staff. When a request is made by the teacher, the co-ordinator needs to know where and when the service is desired and the specific nature of it -- lecture, project, or materials -- so that it may be rendered efficiently and effectively. Perhaps a resource secretary describes the co-ordinator's role and gives a feeling of the attitude which is appropriate to service.

The role of the co-ordinator in relation to the source of volunteer recruits is particularly important. The co-ordinator is not simply a go-between for the teacher and the recruiting agency. Her job is to analyze the request made by the teacher and convert the request to general terms. This is necessary for a number of reasons. If she does not do so, such an analysis will have to be made by the already busy recruiting agency. If she does not do so, there is considerable possibility of divulging confidential data regarding the child, his family or his school relationships. If she does not do so, the volunteer may come to the school expecting a specific type of child or opportunity and ill-prepared to be of general service in the area of his knowledge. If she does not do so, there probably will have to be numerous phone calls to clarify the request, thus wasting time of the recruiter, the co-ordinator and the teacher. Teachers should be encouraged when confidential material is involved to share with the co-ordinator, their co-worker, not with the volunteer who represents the community.

For example, let us suppose the fourth-grade teacher whose class is studying geology, requests a volunteer to work with a bright, shy boy who lacks confidence, at least partially because, he is from a broken home. The co-ordinator will discuss the referral with the teacher, and together they will decide what they would like for a project for the student. They will determine the time and place of the meetings in some instances secure permission from the boy's mother for him to be out of the classroom for a forty-minute period once a week. The request of the volunteer resource will not discuss the boy, but will discuss the requirements of the volunteer. In such a case, with the teacher's approval, the request might be for a man, knowledgeable about volcanoes and earth formations. The man should not be over-powering, but a warm, sympathetic kind of individual. He should be available at the time indicated on a weekly basis.

Whether parents should be asked to volunteer in their own children's school building is an administrative decision which the co-ordinator needs to clarify.

In some schools the volunteer writes a brief memo regarding what has transpired in the project at each meeting. Often the student assists in this summary. (See Example 6-(6), Report) The co-ordinator reviews this statement for two purposes. It enables her to be informed, particularly if the volunteer is unable to remain for the coffee period and a discussion of his meeting with the child. The report permits the co-ordinator to make such notes as she thinks are significant for her cumulative report of the project. At the termination of the child's project with this volunteer, the co-ordinator has a running record which is available for her summary of the total work. The daily memo is a simple way to keep the classroom teacher informed of what has taken place. In most schools, the co-ordinator simply puts the memo in the teacher's mail box with such additions or questions as are appropriate.

The most effective projects are those in which the content and knowledge is shared with the class. The project presents an excellent opportunity for a teacher to draw out a shy or academically underachieving student. With the memo before her, the teacher may evidence interest in having the activity shared with the class, and the student who has been in the project has a chance to share his information.

For the teacher who sees this kind of promise in the program, there is no communication problem. She seeks out the co-ordinator in the teachers' lounge, makes a lunch date with her, puts a note in her mail box in the office, or calls her at home. The co-ordinator who has established this kind of teacher motivation and communication will have many rewards in the satisfaction of children, parents and volunteers as well as professional staff. The evaluation of the project is obviously favorable in such instances. Like the mother who checks up on her children when they are too quiet at their play, the co-ordinator, toward whom little feed-back from the projects is directed, had best do some checking up. Communication with administrators, teachers, the children and their parents is a primary job of the co-ordinator. The volunteer, of course, is the co-ordinator's responsibility.

Once the projects are organized, although new referrals come all year, much of the co-ordinator's work has to do with this evaluative and supervisory process. It includes finding out what parents think of the program for their children. Sometimes a direct question about how the student is getting along does not provide a definitive comment. Parents are not always as aware of things that do not cause difficulty as they are of sources of complaints. It has not been unusual to receive a comment that, "Tom is enjoying his work with Mr. M., but he really doesn't say much about it". Then as an after-thought, one discovers that Tom's entire birthday request and gifts had to do with the photography in which he had been working with Mr. M.

Supervision of the volunteer, of course, is the essential on-going process for which the co-ordinator is responsible. To encourage and correct, to elaborate and keep appropriate, to appreciate the contributions of the volunteer but maintain its limits, are very real challenges that each co-ordinator has to meet with each volunteer for a successful program. There is an optimum number of volunteer programs for a building. The co-ordinator should know when to stop accepting requests.

The specific knowledge that the volunteer brings is a unique contribution; how he communicates it, and how he behaves in the school setting is the responsibility of the co-ordinator. Rules about smoking, use of the library, fire or civil defense drill behavior, the requirement to be in the room assigned unless other specific arrangements have been made, types of material available, accessibility of furniture and putting it back in place, are among the details that need to be considered and interpreted.

Policy about after-school trips with the volunteer, insurance liability during and after school, these things vary between districts, but in each situation need to be determined and clarified with the volunteer.

Promptness, and foresight about absences, foresight about requests for material, flexibility about such requests, all must be dealt with by the co-ordinator.

When the request for material is valid, it is the co-ordinator's responsibility to secure it. In most schools, the school secretary is extremely knowledgeable and helpful. Routines should be learned by the co-ordinator so that undue time of the secretary is not requested. When the material is not available in the school, the co-ordinator, if she wants to provide it, must find it elsewhere. A retired Naval Officer once wanted a specific type of map for his students to study. This required many weeks and called for writing letters and visiting suppliers to obtain what was desired and what, under the circumstances, seemed reasonable.

Most schools have a small incidental budget for supplies for the program. The co-ordinator must familiarize herself not only with the extent of the budget, but, also, with the way in which it operates. She may be permitted to present small bills for expenses in one situation, while in another, she may have to requisition all items. In another, she may have an annual budget which she may use at her discretion, but not exceed.

Even though the volunteer is recruited by the community volunteer agency and screened by the registrar of that agency for the school job, it is still the responsibility of the co-ordinator to interview the volunteer, interpret his role in the school setting to him, and work out the details of his project with him. A retired railway express executive should not teach the same materials about transportation to a fifth grader as he would to a third grader, and his approach to two independent curious boys should be different than the approach to shy, unmotivated children. It is the co-ordinator's job to help with these differentiations. The co-ordinator is responsible for maintaining the integrity of the job for the volunteer. His time and talents should be respected and used appropriately.

The meetings with the volunteers each week after they have worked with the children provide an opportunity to express appreciation to them and also to supervise and guide the work they do and help them plan for subsequent weeks. The volunteers find such meetings rewarding. The co-ordinator will want to encourage reporting in writing when a volunteer is interested and capable in this field. Anecdotal reports are excellent to have for research and public relations, but not all volunteers are capable in this regard, and the writing is usually the responsibility of the co-ordinator. It is not generally advisable to write reports in front of children but there are instances where children help with the writing.

A very sensitive area in this work and one which seems obvious, but for which special reminding is indicated, is the whole area of the confidential nature of the work. Whether a child is referred for enrichment or motivation, whether the co-ordinator or the volunteer is a professionally trained individual or not, the information given by staff and parents and children is confidential, and should be respected as such. Often in conferences, teachers aware of the interest that the volunteer or the co-ordinator has in the child will divulge confidential information. The co-ordinator must keep these confidences to herself, share only what is necessary with the volunteer, and impress on each volunteer throughout the year that the school information is privileged information.

This is not to say that the volunteer and the co-ordinator should not discuss their work. New communities undertake their own programs precisely because of this type of favorable communication. To discuss an area of knowledge or a field of work is quite different from discussing a child or his family.

The co-ordinator will be continuously responsible for public relations. She will be expected to orient new staff and new board members, and in some instances speak or write to communities unfamiliar with the work. She will be expected to maintain a close and co-operative relationship with the source of volunteers -- the recruiting agency -- so that increasingly more effective placements of volunteers will be made. Often, the co-ordinator can refer new volunteers to the recruiting service. The co-ordinator should be familiar with community resources and competent to use them effectively as needed in relation to the program.

It is often possible and quite desirable for the co-ordinator to check the attendance record with the school nurse ahead of the project time. If a child is absent, the volunteer's schedule should be checked immediately and a phone call made so that he does not make an unnecessary trip to school or come and have to wait because of the absence of the first participants in the project. This is an important consideration. The knowledgeable volunteers to whom the school programs appeal are usually busy people and consideration of the value of their time gives them added satisfaction in their work. Obviously, it is preferable to have more than one project for a volunteer so that he does not make the trip for 30 or 40 minutes. The co-ordinator should always check the calendar for at least one week ahead to avoid having to cancel meetings at the last moment because of school activities that take priority over the program. If a child is going to be absent and he has a first-period project, he or his parents might notify the co-ordinator. (See Chapter IV)

Library procedures should be established and the volunteer carefully instructed in them. Generally volunteers are quite welcome to use the library books and sign them out under the name of the co-ordinator, with his own initials added. Each volunteer is responsible for returning borrowed books, and the co-ordinator is responsible if he does not do so.

Since the use of the volunteer in school programs is a flexible one which is intended to meet the changing needs of the school, it is important that the co-ordinator maintain careful records. Mid-year and end-of-the-year reports provide a survey of the past and an indicator for the future. Three major changes occurred in the Winnetka use of the program in the first six years of its development. The first two years tested whether a program using volunteers could be possible and productive, and the annual report indicated details of an affirmative response to this testing. The next two years raised the question of the effectiveness of the program for motivation of the academic underachiever, and, while this also was affirmative, other observations indicated a further use of the program for enrichment purposes would be welcomed. This was confirmed in the next two years. The projection for the future in association with the Learning Laboratory will involve more volunteers as lecturers and as assistants to the academic specialists.

Other types of information are available through the compilation of careful statistics by the co-ordinator. Whether more boys or girls are involved in motivation or enrichment programs and at what grade levels is of interest, not only to plan for subsequent years, but to explore attributes of various grades and classes of children and to indicate needs for additional types of programs. For example, there are times when projects involving crafts are particularly in demand. (Sheets numbered 7, 8 and 9 in Section 6 of the examples are sample statistical, monthly report and cumulative record forms.)

The possibilities for research have been mentioned before, and are considerable. We need to follow-up children referred for motivation, clarify how long a child should continue in a project or the program as a whole, and do detailed case studies of motivation referrals to evaluate the relationship between home and school involvement with the Project for Academic Motivation.

Various schools differ in their uses of the volunteer programs, and, by keeping statistical records and sharing this information, they learn and get suggestions from one another.

In 1962, a report of the Winnetka program was written for the National College of Education by Mrs. June Reimer. For the flavor it provides to the role of the co-ordinator, excerpts from that report follow:

> At the close of each session, the volunteers and the co-ordinator gathered together to share mutual problems and ideas over a cup of coffee. This is the most important part of the co-ordinator's work, in my opinion, because problems are freshest and discussion most meaningful. At this time the co-ordinator exhibited a more than professional interest in her staff by inquring about their families and other personal concerns. During this time she passed on compliments from parents, classroom teachers and others and wrote down the comments of children as reported by the volunteers for use in her own reports. She used this time to arrange luncheon dates between volunteers and classroom teachers, during which there were discussions so that the project work should not become disassociated from the curriculum. This cooperation insured that the efforts of the volunteer and the teacher were complementary and not in conflict. Discussion with the teachers also gave an opportunity to understand some of the problems teachers face with academic underachievers... (the co-ordinator's) work requires consistent attention to many little details for, where so many people are involved, constant pleasant reminders are necessary...

It cannot be over-emphasized that each co-ordinator will tailor a creative program to meet the changing and highly individual needs and directives of the school.

The co-ordinator should be aware of the strengths and weaknesses of the volunteers and make every effort to capitalize on the strengths. The age of child with whom a volunteer works best, the types of personalities that give him trouble should be noted and this information used in planning future assignments. Often the co-ordinator is able to discover new facets to the volunteer's personality and talents that lend themselves to the school work.

Occasionally the child reveals anxieties to the volunteer for which help is needed. The co-ordinator should be able to support the volunteer in his educationally enriching role and proceed with the appropriate communication concerning the child. The volunteer can best serve when he is comfortable with his role and that role is clearly defined.

The responsibility of the co-ordinator is different in relation to volunteers who lecture to an entire class or work in the relationship of aide to the teacher or other school personnel. A number of volunteers have been used in the latter capacity, particularly in the preparation of materials and as kindergarten or physical education helpers. In these instances, though the co-ordinator relays the request for the assistant to the volunteer pool, and the co-ordinator is available for discussion of suggestions or complaints, the primary responsibility for supervision is with the staff member who is using the services of the volunteer.

In schools where there is a discrepancy between the kind of cultural advantage of the home and the expectation implied by the school curriculum, teacher aides are greatly in demand. Under the teacher's supervision, the volunteer may give attention to small groups of children and assist in bridging the gap.

There has been considerable research directed toward examination of teacher activity regardless of the economic and cultural advantage of the community. Sometimes the proportion of teacher time devoted to non-teaching tasks is as much as 50%. Now teachers are requesting volunteers to perform these non-teaching tasks so that more professional time can be devoted to teaching. This is particularly true as curriculum pressures increase with our knowledge explosion. Therefore, teacher aides are beginning to be requested in all types of schools for more individualization of instruction under teacher direction and for the non-teaching tasks.

The statistical report may include this teacher aide service, but it is not necessary for the co-ordinator to be on the premises at all times when this type of volunteer is working, since supervision is being provided by another staff member. The co-ordinator's identification is with the school.

In referrals for classroom lecturers, the co-ordinator continues to be responsible. She should be present at the time of the lecture whenever possible and particularly when the experience is a new one for the lecturer. The co-ordinator will want to discuss the adequacy of the lecture with the teacher involved and with the volunteer. The lecturer does not replace the teacher and she should remain in control and responsible for her class. The communication role of the co-ordinator is the primary function -- to provide satisfying supervision through comments and constructive suggestions. The co-ordinator should differentiate between the knowledge of the volunteer and his ability to communicate it.

The co-ordinator may work closely with the recruiting service in public relations for the volunteer program. A number of coordinators have had liaison persons from the P.T.A. assigned to them. The co-ordinator notifies this individual when a lecture or project that is particularly newsworthy is about to take place. The liaison arranges for photographs and publicity about this experience, always mentioning the need for more volunteers and identifying the phone number and address of the recruiting service.

Not all communities will have an agency for recruiting volunteers.

The co-ordinator under such circumstances will want to begin to organize such a community service. In some instances she will fill both roles. The organized resources of the community may be explored with a view to developing a recruiting service. The recruiting agency, like the school program, may begin on a small scale and expand together.

Tasks to help familiarize you with the co-ordinator's role:

1. Visit a school where a volunteer program and/or a resource center is in operation. Note additional responsibilities of the co-ordinator not discussed in this chapter.

2. The third grade curriculum deals with pioneer living. What kinds of projects could you design with:

    a. A housewife who majored in home economics?

    b. An advertising executive who, before retirement, traveled extensively?

    c. A stamp collector, retired from the poultry business?

3. What are some of the questions you would ask them?

4. Read "A Co-ordinator's Typical Day" and outline directives you would prepare for a new co-ordinator.

References:

Abernethy, Rae H., "Job Description of a Co-ordinator in a Jr. High School", *Barat*, Sept., 1966.

Beggs and Buffie, *Independent Study*, Indiana University Press, 1967.

Beggs and Buffie, *Non-Graded Schools in Action*, Indiana University Press, 1967.

Beggs and Buffie, *Team Teaching*, Indiana University Press, 1967.

Towle, Charlotte, *The Learner in Education for the Professions*, The University of Chicago Press, Chicago, Illinois, 1954.

Film:

Make a Mighty Reach, produced by IDEA, Division of the Kettering Foundation, 1015 Security Bldg., 650 Seventeenth St., Denver, Colorado.

CHAPTER VI

DIRECTIVES FOR VOLUNTEERS

The image of the volunteer in our society is changing. In interpreting the values of the identification of volunteers with education, it is necessary to eradicate earlier and negative concepts of volunteerism. The association in the past, while often actually a constructive one, had overlays of do-goodism, of casualness in regard to attendance, of individuals not equipped to be professionals and who, therefore, were volunteers.

There are countless healthy motives for volunteering. Some volunteers prefer working only two or three hours a week to having full-time employment. They really are motivated by a wish to help the professional teacher within the limits of their own available time. Perhaps they know their school needs assistance and wish to give it -- often just because it is needed, often because their children or grandchildren will benefit from this help. Some do so out of a sense of civic responsibility, having received, it is now time to share. Some find volunteering a first step to a return to an earlier interest, training or professional life. Often the school nurse has for her volunteer assistants those who were formerly nurses.

Some volunteers are there because they love to work with children, others are punctuating the boredome of a daily routine with the variety of the school activity. Some particularly enjoy the contact with other volunteers. Some are aware of the value of innovation and research in which they may have an opportunity to participate. If in the rare instances where guilt over things not done in the past is the motive for being a really fine volunteer, what an excellent sublimation this can be!

One volunteer stated that he would always come when he was expected because "my word is more demanding for me than a pay check".

Today, the professional and the volunteer have in reality merged. Suburban teachers are volunteering in the inner cities. Adults, employed and retired, are finding time for service. Volunteers are as often as not professionals extending themselves to others. It is unfortunate that we have not another word for "volunteer". It does not describe the nature of the work, but rather the absence of remuneration, and even this aspect is sometimes not clearly defined with volunteer jobs developing into paid employment.

In several schools where funds are not available to pay co-ordinators, volunteers have been trained through the Barat College program to become co-ordinators. But in schools in communities without funds to pay the co-ordinators, the co-ordinators themselves are in need of salaried jobs. Training completed, they gain confidence as co-ordinators and soon move on to paid employment, leaving a vacuum to be filled in the school.

The New York National School Volunteer Program provides an outline for the Orientation and Training of School Volunteers. Two orientation sessions for volunteers are recommended, the first to deal with the general philosophy of the program, and the second to be concerned with the learning process and the role of the volunteer in individual and large or small group instruction. Following the orientation sessions, on-the-job training is to take place which is to include classroom observation and the outlining of plans and procedures for the specific job to be done. The jobs are divided into those of a relatively routine nature, where limited preparation is required, and more specific situations requiring additional preparation and skills. The National School Volunteer Program lists five such examples:

1. Tutorial help to individual children or small groups in subject areas such as reading, mathematics, science, etc.
2. Conversational English for non-English speaking children.
3. Pre-kindergarten programs.
4. School library.
5. After-school tutorial or recreational programs.

In this program, the volunteer's attendance at professional conferences and workshops in appropriate content areas is encouraged. The personal and professional development of the volunteer in skills relevant to the school is encouraged. The supervision of the volunteer takes place directly in relation to the teacher with whom he works and in relation to a school volunteer committee which plans the original school program. The chairman of this committee is the co-ordinator of the program.

Between large city programs and the type of service developing in the Chicago suburbs, the major difference is one of emphasis. The former extends basic services of teachers in areas of need that can be appropriately filled by volunteers. The latter emphasizes the creative use of the wisdom, knowledge and resources available in the community and appropriate to education. The aims of these programs are essentially the same.

A warm, personal relationship frequently develops between volunteers and the children. This is encouraged in a society where such relationships are declining. However, it should be clearly understood that any out-of-school plans that are made between the volunteer and the child must be arranged by the volunteer with the child's family on a personal basis. Trips away from the school should never be taken during school time without approval of the co-ordinator, principal and teacher. If the volunteer plans to work in school, but not in his assigned space, this should be cleared with the co-ordinator.

Children have visited volunteers and continued a fine relationship outside of school in the area of their mutual interest. Several radio hams have developed in this way. There have been trips to concerts, museums and art institutes, factories and steel mills, all arranged privately and encouraged by children's families. These relationships that develop out of the school program have positive meaning for children that probably will extend beyond school and influence them for a lifetime. The lines of responsibility, however, must be clearly defined. A number of school boards have increased insurance coverage (minimal cost) to cover liability for the volunteer on school premises.

The relationship of volunteer to child is of value and should not be lost, particularly with the child who is a motivational problem. Certain techniques are developed by volunteers within the project in school which also should not be lost. If the volunteer has success in stimulating curiosity, or in building confidence through his attitude or the structure of his project, he should make this known to the co-ordinator so that other volunteers may be encouraged in using similar techniques. If the volunteer is not inclined to write such a report, he should make this information available to the co-ordinator verbally.

In such reports, quotations and examples provide color and should be encouraged. Needless to say, the volunteer is expected to be punctual and dependable. Each volunteer is a representative of the total program, and its success depends on his attitudes and performance. The volunteer's attitude toward the school and the staff should be accepting and cooperative.

When the volunteer is to be away, adequate notice of this should be given. The availability and reliance that can be placed on the volunteer is one of the first items that the co-ordinator will want to discover. The experience, knowledge and work history as it relates to school will be explored. The volunteer should expect to talk regularly with the co-ordinator about his interests, hobbies and skills, and his feelings concerning his work with children. When volunteers are supervised, professional expectation is made of them. This is essential for their satisfaction as well as that of the school.

Some adults prefer working with very young children, some feel very frustrated by this age-level. The volunteer should be quite open concerning his limitations. He should be frank about any hearing loss or other physical handicaps that would influence his work. He should be open concerning the parts of the work in which he requires assistance and should be willing to discuss the way he proposes to approach his subject matter. Often adults do not realize that children need to be doing some activity, not only listening to discourse, and that their attention span is limited. The volunteer should be accessible to supervision. The volunteer should plan material ahead, and when in need of supplies should make the request early.

Children referred for enrichment are selected because of their particular interests and are highly motivated in these areas. It is not advisable to suggest homework for children referred for motivation. We know from classroom experience that these children have not responded favorably to this. The volunteer is encouraged to discover the excitement of learning with the student and to permit curiosity and outside reading requests to develop rather than to impose them. For example, when problems of costume and background came up as an artist worked with a young painter on a portrait of a Greek Goddess, the student took the initiative in using the library to find answers to his problems.

In the Reimer Report referred to in the previous chapter, two questions were raised. One was whether teacher training was a necessary requirement for volunteers. She replied in the negative:

> Each brought to his pupils an expertise in his subject, an enthusiasm and a spontaneity which would lose some of its originality and appeal if an arbitrary teaching technique were to be superimposed on it. The (volunteers) seniors are not teachers with a regimented curriculum to follow. They are not even tutors. They are attempting to strike a responsive chord in a student who is not working at the level of his ability by exposing him to a subject on an entirely different level. They are in a sense encouraging the student to teach himself by whetting his cusiosity and then guiding him to sources of information. These adults are bridging the gap between the child's world and the adult world in the most natural way by sharing experience.

The other question was how children react to the amount of scrutiny involved in the program. She found little or no reaction to it, perhaps because this was simply one of the many extra activities of the Winnetka Schools.

Gayle Janowitz has written a pamphlet concerning volunteer work in reading in After-School Study Centers. The chapter called, "Responsibilities of Volunteers", contains directives for volunteers in her program which have application to the type of work discussed in this Manual. She concludes with the following reminder of the confidential nature of the work of the volunteer:

> In the case of the records at the Study Center, we have to be more than a little cautious. Learning is an emotional experience, and the children we see may reveal a great deal through their talking, writing, and drawing. This material is confidential. We need to use the records as a teaching tool for our new tutors. We ask that tutors never identify a child by name outside the Study Center, and that they refrain from criticisms of the families and schools when they are working with the children. The schools and parents have been cooperative, the children have great faith in us, and we do not want in any way to jeopardize that trust.

Guidelines for volunteers are often formulated by schools utilizing their services. In Waukegan, Illinois, a school that uses its volunteer program to help remedy cultural deficit, gives the following instructions to its volunteers: (See following three sheets)

THE VOLUNTEER IN McALLISTER SCHOOL
WAUKEGAN, ILLINOIS

Your interest and concern for children has brought you into this public school in the community of Waukegan. The administration and staff of McAllister welcome you and hope you will find in your work a most rewarding and satisfying experience.

It is important that we, as volunteers who are going to work directly with children, either individually or in the classroom, understand our function in relation to the total school activity.

Your coordinator who supervises the volunteer program and is directly responsible to the principal for all facets of the program is ready to help in many ways. A coordinator is the liaison between the volunteer, talent pool, and the school.

A few guidelines will be helpful and assist you in working more effectively in your role as a volunteer.

1. To become a volunteer one must have been interviewed by a member of the Talent Pool Office and before going to work must have a conference with the school coordinator.

2. Volunteers shall please sign in and out on the bulletin board in the gym in the Lincoln building and on the bulletin board located by the teachers' mail boxes in the McAllister building.

3. Be prompt and dependable. If absence is necessary notify the coordinator of the school office as soon as possible. In the case of planned vacations, please give plenty of advance notice to the teacher and the coordinator.

4. Do not come to school when you have a cold or are feeling ill otherwise.

5. The school district requires that a volunteer working in public schools must have an annual chest x-ray. This may be obtained either from a private physician or clinic, or free x-ray examinations may be secured at any of the T.B. Mobile Units. Notice of this x-ray should be given to the coordinator.

6. Frequent personal conferences between the volunteer and the coordinator are desirable so that an evaluation can be made of the on-going assignment. Certainly any questions concerning an assignment should be discussed with your coordinator. Teachers as well as the volunteers are urged to confer with the coordinator about any phase of the volunteer program.

7. Try to arrange to attend occasional group meetings of all volunteers called by the coordinator.

8. Maintain a professional attitude in regard to confidential information pertaining to a child or an entire class of pupils. No children should be discussed outside of the school situation. Observe discretion in commenting on school matters including the performance of other volunteers, children, and school personnel.

9. The volunteer should never become a counselor on personal problems. If a serious situation is revealed the volunteer should advise the coordinator who will report the matter to the proper school personnel.

10. No child may leave the school during school hours with the volunteer. No after school trips may be arranged for a child without the written permission of the student's parents, and the school assumes no responsibility.

11. The school authorities request that volunteers do not give gifts of any kind to the children.

12. No volunteer should incur additional expense for the school which must operate on a budget. Do not use supplies for a project without permission from school personnel. Telephones in the buildings are for school business. If an emergency necessitates a phone call, please fill out a slip with your name, date, number called and stipulate whether the call is personal or pertains to school business.

13. Above all, remember we are not here in a professional capacity. The school volunteer never replaces the teacher. Your contribution is to offer supplementary services which can increase a teacher's effectiveness.

14. In all matters the professional staff is the final authority.

To guide you further here is a list of ways in which a teacher-aide can be used in our school:-

1. A teacher-aide can run ditto copies for either supplementary work or to set up materials to meet the needs of some of our students. One teacher suggested she uses several different ditto sheets to get across certain concepts.

2. A teacher-aide can help write the list of pupil names on report cards or anywhere else necessary as a result of information needed by the school office.

3. A teacher-aide can help take the inventory of classroom textbooks. Again, this information may be needed by the school office, but again would take away the time of the teacher.

4. A teacher-aide can help make attractive bulletin boards.

5. A teacher-aide can help children by walking around the room while the teacher is trying to teach how letters or numbers are made. This might involve the aide actually showing the individual pupil how to make a certain letter or number. As one teacher-aide quoted, "It was necessary to guide the child's hand in making letters."

6. While the teacher is working with one reading group, the volunteer can work with the other group or groups by either supervising to make sure they are doing the lesson prescribed, because of the usual misbehavior that takes place.

7. The teacher-aide can also be used to answer any question the children may have. This would prevent the disruption of the teacher working with her or his group at hand.

8. The teacher-aide can actually participate with the group by reading stories aloud to the children, or she may have them read orally to her. This is very important because of the lack of opportunity to receive this type of experience at home in many instances.

9. The teacher-aide can also take individuals or small groups who are having difficulty with some particular thing. For instance, a child may be having difficulty writing his name, or making letters or numbers. The teacher-aide can help this child or children overcome this weakness, and keep the child from falling further behind.

10. The teacher-aide can help check ditto work sheets or work done in workbooks and help show children where their errors are. This is always a time-consuming task which can take much time and energy and cause much frustration to a teacher.

11. A teacher-aide can help motivate a child or a group of children by talking to them and at the same time give them some guidance.

12. A teacher-aide can help the teacher pass out papers, such as work sheets or completed papers. This again can be time-consuming and often causes confusion and commotion.

13. The teacher-aide can be used to give individual penmanship and spelling and phonics help to the children.

14. The teacher-aide can help the children with word problems in small groups.

15. The teacher-aide can walk around the room and help correct arithmetic errors and actually discuss problems in order that the children understand certain arithmetic concepts.

16. The teacher-aide can be used to help the teacher teach music, especially if she can play the piano. But if not, she can still be of great help by helping supervise this activity.

17. The teacher-aide can be used to help this teacher in art, either by working with projects in small groups, or helping by just supervising. In many instances, this type of expressional activities get out of hand and therefore the teacher may begin to use this type of activity less and less.

18. The teacher-aide can help the teacher in having organized play activities during recess.

19. The teacher-aide can help the teacher get the children dressed by buttoning or zipping up their coats, wrapping scarfs around their faces, and putting on their boots.

Activities to supplement the reading about volunteers:

1. What would you like to know about a retired school teacher, a retired engineer, before assigning them to projects?

2. Visit a school project that involves a craft and itemize the values you think are inherent to children in it.

3. Visit a conference of volunteers with the co-ordinator, at the end of a project day. Describe what you saw and heard. (No confidential information.) What could have been improved?

4. Interview some prospective volunteers to determine their attributes for education.

5. Section 1 of the Examples in this Manual describes a Co-ordinator's Typical School Day. What directives for volunteers could you discover in this section?

6. What unique directives might there be for your school?

References:

Campbell, Joseph, Hero with a Thousand Faces, Meridian Books, New York, N.Y., 1956.

Janowitz, Gayle, After-School Study Centers, Commission on Human Relations, 211 W. Wacker Drive, Chicago, Illinois, 1964.

Janowitz, Morris, "American Youth and National Service", University of Chicago Magazine, October, 1967.

National School Volunteer Program, Public Education Association, 20 West 40th Street, New York, N.Y., 10018.

Proceedings First National Conference; National School Volunteer Program, New York, Oct., 1965.

Richmond, Julius B., M.D., "Twenty Percent of the Nation", Head Start Bulletin, May 14, 1965.

Talmanac Looks at Volunteers, "How About Going Back to School?", Talman Federal Savings & Loan Co., Chicago, Illinois, 1967.

CHAPTER VII

THE VOLUNTEER PROGRAM WITH REFERENCE TO ACADEMIC MOTIVATION

Some of the children referred to the school volunteer projects will be referred for reasons of motivation. The Winnetka Project for Academic Motivation was conceived in 1959 in response to the concern about the academic underachiever on the part of Dr. Sidney Marland who was Superintendent of the Winnetka Public Schools at that time. The academic underachiever is variously described, but always with emphasis on the unfulfilled academic potential of the student.

While this group of referrals usually constitutes a minority of the children referred to the volunteer projects, it is a most challenging one for the co-ordinator. With this group, there is a unique opportunity to make a contribution to education and mental health and to do research. Literature on the subject of academic underachievement is plentiful, but conclusive findings sparse.

The following quotation from a United States Department of Health, Education and Welfare, Office of Education Critique on *Research* should inspire some co-ordinators to meet the challenge of motivating the academic underachiever. A carefully planned and supervised program, such as is suggested through this manual, may have more promise for the academic underachiever than heretofore imagined.

> A number of research designs seem to have outlived their usefulness or at least to need drastic revision in methodology and theory. The area of underachievement is one specific example of an area in need of different research designs.
>
> To a large extent questionable assumptions underlie some definitions of underachievement. For example, the correlation between intelligence and achievement is rarely higher than 0.50, and therefore the use of intelligence tests as a *sole* measure of achievement expectation seems unjustified. Yet the assumption of a perfect relationship between intelligence and achievement has frequently been the basis for the identification of underachievement.
>
> Although a consistent body of knowledge about chronic underachievement suggests that there are certain types of syndromes associated with them, the implication that they could be doing better has been questioned. One acid test of this proposition would be a training program known to have been successful in helping such individuals; to date, the evidence on the effectiveness of such special training programs has not been impressive. In fact, there has been little evidence of any kind to suggest that the life patterns of "underachievers" can be modified so as to improve their achievement very greatly. Most of the studies that have been made, however, have been at the secondary school level. It might seem reasonable to try to identify underachievers earlier and to try to modify their environment earlier. A careful longitudinal follow-up of such groups might greatly increase our knowledge of chronic underachievement.

Research concerning the results of the association of the knowledgeable, motivated adult with the academically underachieving pupil in the Winnetka project, indicated that there were a number of favorable effects resulting from the relationship.

The experimental group of children showed improved self concepts, an improved attitude toward learning, increased use of the library and better attendance as compared with a control group.

In the motivation referrals, the teacher continues to be the key individual. When a child works in an academically oriented project with the volunteer, the child acquires information that is relevant but does not duplicate his class work. When the student returns to the class, the teacher, wishing to encourage him, may provide opportunity for him to share his new information. Such underscoring of his gains, enhances the student's status in the eyes of the class, and it also provides relevant additional curriculum material. The possibility of programming this encouragement so that the child gains in confidence as he gains in knowledge is a cooperative area between the volunteer and teacher, facilitated by the coordinator. Case studies of such projects are being developed, more are needed. Some children have shown general academic improvement with an apparent spreading of the success into other areas; others have remained specialists. There are many unknowns regarding the reason for the spread of motivation or its failure to spread. In almost every instance, at least increased knowledge in the field of specialization has resulted. Would the spread of the overall achievement occur with more intensive coordination between project and classroom?

Teachers may want directives in identifying a candidate for referral to the Project for Academic Motivation. The following guide was developed for the Winnetka staff for referral of the academic underachiever:

> The selection of candidates for this project is based on the teachers' estimate of the students' academic achievement in relation to his potential academic ability. The discrepancy between performance and potential may be associated with factors, such as:
>
> 1. Lack of confidence which may be evidenced in shyness, anxiety about reciting, making mistakes, unusual dependence either on teacher or peers or in attention-getting behavior.
> 2. Difficulty beginning or completing an assigned task. When he is motivated, he may be quite successful. Associated with this problem may be his feeling toward authority. He is liable to be a self-starter, but in his own directions.
> 3. Short attention span except in areas of personal involvement. Extended interest may show up in hobbies, extra-curricular activities, some academic subjects as opposed to others. The inconsistency is taken to be indicative of potential as well as underachievement.
> 4. Imbalance between the intellectual stimulation of home and school. If the intellectual resources of the home are of such an enriched nature that classroom activities are boring by contrast, underachievement and apathy may

result. If the intellectual climate of the home is relatively impoverished, the classroom may appear out of reach intellectually with a similar result.

5. High test results without comparable performance in the classroom. In situations where test results are not high, there should be specific evidence of ability. Grasp of concepts, unique approaches, high verbal skills, physical immaturity, lack of dexterity, anxiety about tests, are pertinent observations.

6. Frequent absences for relatively minor reasons and/or a history of illness. Absence and underachievement have a circular negative effect on one another.

The services of the Department of Educational Counsel can and should be used where there are questions of differential diagnosis to avoid referring children with severe perceptual, emotional, or learning problems which would be unlikely to respond to the Program. Likewise, when the child is in psychotherapy, permission should be secured for recommendation of the therapist concerning referral. Final decision to refer should be confirmed in conference with the principal.

Values to be Considered in Making Referrals

The project offers the benefits of a one-adult-to-one-or-two-children-relationship with typical advantages of interest, encouragement and individualization inherent in such a situation. The project without exception offers the child an area of interest that he might not otherwise have experienced.

The content of this interest supplements the classroom curriculum and as such can be used generally for enrichment with the resources of the volunteer at the disposal of the teacher. Primarily, it is viewed as an opportunity for the teacher to provide recognition in the classroom to the selected child for making an intellectual contribution, thus giving him status which, if done consistently and for a long enough period, is anticipated to reverse the negative effects of underachievement.

(Memo to Faculty, May 9, 1963)

The co-ordinator is expected to work with the guidance personnel available in the school or the community in distinguishing which children referred for reasons of underachievement are appropriate to the project, which should be handled exclusively by psychotherapists or social workers, and which might benefit from a cooperative program. This requires a degree of differentiation between the serious, chronic type of underachievement and the more acute or sporadic types. It requires evaluation of the internal and external resources of the child and his age and psycho-social development. Information about these facts in general and about various efforts at ameliorating academic underachievement are available. The interests of the school co-ordinator and the concern of a particular school will dictate the contribution made to solving this problem of academic underachievement. Opportunity is plentiful. Co-ordinators should inform themselves concerning educational problems and educational philosophies. A chapter such as this can only make some introductory statements concerning the problem and treatment of academic underachievement. Further study in depth depends on the interests of the individual school and co-ordinator and the resources at their disposal. This material is intended to contribute to the understanding of the co-ordinator in the area of motivation. It is not intended to imply that the co-ordinator should be a therapist.

The approach to the study of academic underachievement both in terms of origin of the problem and treatment of it is somewhat like looking at a cross section of an onion. The outside layer is influenced by the environment around it and also by the layer just beneath, which is between two layers of fibre, and so on to the center. Some observers are concerned with what appears on the surface, some with the personality core. The former will attempt to modify the child's academic environment, the latter his personality structure. But the child and his milieu are interdependent and influence one another.

A primary consideration is the physical health of the child. More frequently than is commonly realized, academic underachievement is a response to frustration stemming from limitations imposed by an organic handicap. There is extensive literature, research and therapy currently under way with the perceptually handicapped child. Volunteers have potential for assisting the professional in early identification and treatment of many types of perceptual problems. When such early identification and treatment occurs, the overlay of academic underachievement need not develop.

Dr. Gerald Kowitz in, "An Analysis of Underachievement", reviews the problem: first, from a philosophical point of view, asking the extent of the responsibility the school has a right to take in pressing academic self-fulfillment on each student. Next, he poses the problem as a scientific one, seeking the dynamics in terms of illness (the center of the onion), of a motivational difficulty or of an organizational, administrative problem. For the central personality aspect of the problem, psychotherapy or some type of guidance is usually recommended. For the motivational view of academic underachievement, educational procedures are recommended. Dr. Kowitz prefers to think that the academic underachiever has to attend to needs other than the academic before he can respond to motivational approaches. It is assumed that the administrative approach to which he refers is that of gross techniques, such as grouping, directed toward serving society rather than the individual student. He concludes that:

> Very little thought has been given to the educational dynamics of underachievement; it is most commonly explored in a psychiatric framework. There is some reason to suspect that the underachiever is a rebel against the educational regime. However, he has chosen a path of passive nonresistance to instruction rather than one of active aggression against it.

The Association for the Gifted, a division of the Council for Exceptional Children of the National Education Association, makes the following comments about the identification and the motivation of the Underachieving Gifted Child:

> If he is in the upper third in mental ability, but in the middle third in achievement, he may be considered an underachiever; if he is in the lowest third in achievement, he may be considered a serious underachiever...

> There are many causes for underachievement among the gifted. Some of these children have been disillusioned with school learning since an early age, and have fallen into lazy habits of doing just enough to "get by". Many have not received adequate instruction in the more complex reading and study skills...
>
> In the early grades, too many gifted children became bored with the books and the instruction; the methods and materials are too easy for them -- repetitious, dull, unrelated to their lives. Later on, many develop other interests that pull them away from school work. Some overestimate their knowledge and do not study as much as they should. A few have a poor relationship with a teacher, and resist learning from him. Some are worried about other matters, such as the divorce of their parents, rivalry with brother or sister, and boy-girl relations; these concerns take their attention away from school work. There are also gifted children who resent the pressure put upon them by parents; they feel that their parents do not care for them as persons, but are interested only in their achievement. A few feel that nobody really cares whether they succeed or fail. Those who develop deep feelings of anxiety or depression cannot put forth effort until they resolve their inner conflicts...

This article recommends that the teacher guard against academic withdrawal by supplying appropriate content and attention to the individual child and providing adequate counsel for the emotionally disturbed student.

Let us pause here to examine what might be the possible role of a Project for Academic Motivation utilizing appropriate volunteers in relation to the foregoing description of the academic underachiever. One must assume that the teacher is doing the best she can to provide a stimulating learning experience with the tools, time and energy available. If the intellectually more able children were identified (but not segregated) as early as possible, even at kindergarten level, could they not, through the teacher's extension of herself by means of appropriate volunteers, be consistently involved in the learning process? Could not the disillusionment described be rather easily avoided by more individualization and enrichment in the earliest years? Could this, also, not apply to the inadequate preparation in the reading and study skills?

The point being made is this: If teachers were able with the resources at their disposal to maximize each child's learning experience, they would do so for the most part. Therefore, making available additional resources to permit teachers to extend their services without overextending themselves may be most helpful. One school has a cafeteria-type arrangement of volunteers in the "activity centers" of its kindergarten room.

The materials in the classroom curriculum that are "dull, repetitious and unrelated to their lives" may be necessary for the majority of the children, whereas an enrichment program using appropriate knowledgeable volunteers might engage the brighter children without alienating them from the total classroom educational process. For those described as having "poor relationship with a teacher", the partnership with an extra adult would diffuse the intensity of the dislike, at least providing a tolerable ambivalence. Here again, one would hope for consultation with guidance personnel to determine the preferred procedure. Such consultation should clarify the meaning and depth of the academic underachievement.

For those children who are disturbed emotionally, there are a number of possibilities that relate to the use of volunteers. The age of the child and the degree of disturbance are of critical importance. Presumably these disturbed children are the ones who become the hard-core academic underachievers. One must ask two questions: When did their symptom relating to learning become chronic as opposed to acute? Why did their symptom of emotional maladjustment take the form of a learning difficulty? There must be a fertile ground for this to have happened. The literature abounds in descriptions of hostile, dependent, passive types of children who have learning difficulties. But this is not always the behavior manifestation of choice!

The question being raised is: Could not even some of the otherwise hard-core types of learning problems be prevented through more positive emotional experiences in the early school years, through relationships that make learning more acceptable and less fearful?

There are implications for the treatment of the very young child in the following quotation from Dr. Lawrence Kubie:

> Before formal schooling is begun, the acquisition of symbolic tools occurs, largely through the child's preconscious imitation of others (technically called "identification"). Consequently, the quality of emotional feedback from older people has a powerful influece (either supportive and creative, or else deforming and blocking) on the steps by which symbolic tools are acquired. It is no accident that the neglected child who is starved for the attention of loving adult models is often unable to read or write, even when he has a high I.Q....

To what extent could early, regular association in school with appropriate, carefully supervised volunteers, bring about the positive identification with a knowledge-loving and loving adult?

In the area of treatment, a partnership when it is indicated between the therapist or tutor and a volunteer extends the possibilities of treatment. In Elmont, Long Island, a project using volunteer women with psychiatric supervision worked successfully with emotionally disturbed children in a public school setting. This program operating over the past six years has had positive results and compares favorably with treatment programs for such children in special schools or classrooms. The advantages in Elmont included the one-to-one relationship, the flexible and gradual return of the child to his classroom, and the economical use of community personel.

There is a junior high school in Wilmington, Delaware, in which a disproportionate number of boys had poor academic records and poor behavior reports as well. Leadership positions in the school were held by girls exclusively. A committee composed of a YMCA staff member, a supervisor of health and physical education, a social worker and settlement house worker and a probation officer met to attempt to evaluate the situation. They concluded that this school in an area of low economic stability composed primarily of derelict men and minimal family relationships provided no concept of a successful competent male. The image of the boys was that men were damaged and had little value in the community. Girls were able to accept the identity, in some instances, of the female teachers.

A marked change came about in this situation when over an extended period assemblies were held for the boys in which speakers were successful business and professional men of modest means from nearby communities. The boys were able to develop new images and to extend their horizons in a concrete way through discussion and on-going relationships with these individuals. A similar program was successfully undertaken for the girls so that their areas of identification could also be extended.

The element of hope referred to earlier has to be accessible to the academic underachiever for him to change. It is no coincidence that, in comparative studies between achieving and non-achieving students, the achiever's concerns relate to his future while the academic underachiever's present scholastic inadequacies overwhelm him.

Dr. Jerome Kagan makes the point that it is not a failure of the lower-class parent to provide an identifying role for the child, but a failure of this role to accept intellectual mastery as a value. Intellectual mastery is not seen as the royal road to competence or power. Opposing the desire of the child to identify is the pied piper that leads each individual in the struggle to be different and to find his own identity.

These factors may account to some extent for the proponderance of males who are academic underachievers in the early primary years. Dr. Kagan states:

> ...The six or seven-year-old boy is in the process of identifying with adult males and experiences some conflict over assuming an overly conforming or passive attitude with the female teacher... The unruliness, distractibility, and general mischievous behavior of second grade boys is related in part, to conflict over the passivity imposed by the school situation...

Dr. Howard M. Halpern's comments about the academic underachiever whose symptom is evidence of a disturbance in his family relationships is a point of view that can be productive for those working with such children:

> ...It seems that underachievement is often an unhealthy result of a very healthy process; namely, the child's need to make himself a unique, separate individual. In maturing away from infancy, the child must develop a self separate from that of his parents, and in particular, from his very close relationship with his mother. In the course of maturing the child will explore and learn and experiment and become skillful at countless tasks. But in the underachiever, something goes wrong. Instead of trying to see himself as a separate individual through accomplishing, he does it by not accomplishing...
>
> If he has the feeling that his accomplishments are in the service of his parents, and if he very badly wants to become a person separate from them, then one way he can try for this separation is by not accomplishing what they want of him...
>
> This then is a strange and confusing contradiction: on the one hand, the underachievement is designed to be a declaration of independence and revolt against parental authority ...

> and control; on the other hand, it is designed to keep them as their parents' inept, helpless, poorly functioning babies.

The type of expression, the reason for the expression of the learning difficulty and the treatment of it, of course, are highly individual. There are other neurotic relationships between parents and children which have passive, dependent, hostile aspects. Not all of these become manifest in the syndrome of the learning problem of academic underachievement. We know relatively little about factors that predispose toward the selection of this type of symptom.

It seems logical to assume that the school situation lent itself to this selection in some instances, and that at some point there was a possibility of a more fluid relationship between the neurotic pattern of underachievement and other choices of symptoms. In other words, there was a period when the situation was more fluid, more acute than chronic and more subject to modification. Research involving school services of guidance, resource centers aimed at involving the student and human resources other than the professional staff, all present possibilities for modification of the underachievement.

These suggestions relate, in view of the previous comments, to the fluidity of the child's ability to identify with others. This is inextricably associated with his concept of himself. The gap between a successful adult and the child who thinks of himself as failing and damaged is great. Where the ability to identify is not accessible, psychotherapy is needed until such time as a relationship with mature individuals is a possibility. The therapist needs to deal with the unconscious forces that contribute to this gross negative self-concept. It is probable that in the majority of situations, the ability to identify, particularly in the young child, is not so closed, nor the choice of the symptom of non-learning so absolute. It is in these situations that opportunity for change and for research is so plentiful.

The mature volunteer, under appropriate supervision, has a unique opportunity in working with the academic underachiever. With the child whose personality is accessible to change through the relationship, in some instances, the volunteer has the advantage over the parent of not being emotionally closely involved. In a case study reported by Dr. John Teahan, the birth of a male child was viewed as a potential danger -- as an adult to the mother and as a sibling rival to the father. The role that the child adopted -- that of passivity, dependence and underachievement -- quieted the fears of both parents!

Let us examine some of the larger patterns of our society in relation to academic underachievement. For a child to select this particular symptom, there must be, it seems, an environmental compliance with it. Dr. Bernard Rosen found differences in attitudes toward achievement which related to different racial and ethnic groups:

> Converging bodes of historical and ethnographic data indicate that differences between groups in motivation, values, and aspirations existed before their arrival in the Northeast, and had their origins in dissimilar socialization practices, traditions, and life-situations. Current attitudinal and personality data reveal that for the most part, these differences still exist.

If such studies are valid, there is opportunity, not only for working with individual children in relation to their goals and identities, but also for developing a set of planned sociological values, which we all too frequently leave in the hands of the politician or the advertising profession.

Related to this are the observations of Dr. James Coleman in an article about the adolescent subculture and academic achievement. He proposes that the outstanding student has little opportunity to bring glory to his school, and that his victories which are personal are often at the expense of his classmates who accuse him of being a grind, or voice other unfavorable comments which are quite the opposite of those associated with the "big wheels" of athletic prowess:

> These results are particularly intriguing, for they suggest ways in which rather straightforward social theory could be used in organizing the activities... in such a way that their adolescent subcultures would encourage rather than discourage the channeling of energies into directions of learning...

From our particular frame of reference, the opportunity for the community through its resource volunteers to participate in academic awards and encouragement of achievement from the early school years, seems an obvious part of such a campaign.

The collaboration of the community and the school in providing stimulating educational experiences can be brought about in many ways. These ways include the work with the individual child, the lecture on a subject not readily accessible to the teacher, help with the materials preparation for a resource center or for research, assistance to the specialists of the school and countless other ways. All of these benefit education and stimulate and redirect the academic underachiever.

Assignment for Chapter on Academic Underachievement:

1. Review an actual case history of a child who is an academic underachiever. At what stages of his school history could supplementary service have been given by a volunteer appropriately selected and supervised? What would the qualifications of such a volunteer have been? What would you anticipate this partnership might have accomplished? What would you do at this stage of the child's problem?

2. Take a case study on academic underachievement from the literature and go through the process with that.

3. Could you identify potential academic underachievers at kindergarten or first grade level? By using the criteria you develop, proceed to first and second grades and determine whether these characteristics were true in earlier grades for the children designated as academic underachievers now.

4. Design a research structure with experimental and control groups at the kindergarten level, designed to overcome the type of withdrawal that you see as a forerunner of academic underachievement.

References:

Borislow, Bernard: "Self-evaluation and Academic Achievement", Daedalus, Creativity and Learning. Journal of the American Academy of Arts and Sciences, Summer, 1965.

Coleman, James S.: "The Adolescent Subculture and Academic Achievement", Underachievement, edited by Milton Kornrich, Ph.D., Charles C. Thomas, Springfield, Illinois, 1965.

Donahue, George T., Ed.D., and Nichtern, Sol, M.D., Teaching the Troubled Child. The Free Press, New York, 1965.

Erikson, Erik: Childhood and Society, W. W. Norton Co., Inc., New York, 1963.

Frankel, Edward: "A Comparative Study of Achieving and Underachieving High School Boys of High Intellectual Ability", Underachievement, edited by Milton Kornrich, Ph.D., Charles C. Thomas, Springfield, Illinois, 1965.

Gendlin, Eugene: Experiencing and the Creation of Meaning, Free Press of Glencoe, 1962.

Halpern, Howard M.: "Can Psychotherapy Help the Underachiever?", Op. cit.

Hazeur, Kathryn Y.: "Project Boys", Educational Leadership, January, 1965.

Holt, Dr. Robert R.: "An Inductive Method of Analyzing Defense of Self-Esteen", Bulletin of the Menninger Clinic, January, 1951, Vol. 15 #1.

Josselyn, Irene M., M.D.: Psychosocial Development of Children, Family Service Association of America, New York, 1951.

Kagan, Jerome: "Personality and the Learning Process", Daedalus, Creativity and Learning. Journal of the American Academy of Arts and Sciences, Summer, 1965.

Kowitz, Geral T.: "An Analysis of Underachievement", Underachievement, compiled and edited by Milton Kornrich, Ph.D., Charles C. Thomas, Springfield, Illinois, 1965.

Kubie, Lawrence S.: "Unsolved Problems of Scientific Education", Daedalus, Creativity and Learning. Journal of the American Academy of Arts and Sciences, Summer, 1965.

Publication of T.A.G. Gifted Children Newsletter, National Education Association Volume VIII, Number 1, September, 1965.

Rabichow, Helen: "Casework Treatment of Adolescents with Learning Inhibitions", Social Work, October, 1963.

Reiss-Davis Clinic Bulletins, 9760 W. Pico Blvd., Los Angeles, Calif. 90035

Richman, Vivien, Stickney, S.B., M.D., and Wilson, G.J.: "Mental Health in the Pittsburgh Public Schools", Research Dept. of the Pittsburgh Public Schools, 1966.

References (Con't)

Rosen, Bernard C.: "Race, Ethnicity and the Achievement Syndrome", Underachievement, edited by Milton Kornrich, Ph.D., Thomas, Springfield, Illinois, 1965.

Teahan, John E.: "Parental Attitudes and College Success", Op. cit. 1.

U.S. Department of Health, Education and Welfare, Office of Education: Research Trends and Needs in Educating the Gifted, A critique. O.E.-35056, U.S. Government Printing Office, Washington, D.C. 20402 FS 5.235:35036, 1964.

Washburne, Carleton W. and Marland, Sidney P. Jr., Winnetka: The History and and Significance of an Educational Experiment, Prentice-Hall, Inc., Englewood Cliffs, N.J., 1963.

CHAPTER VIII

THE VOLUNTEER PROGRAM WITH REFERENCE TO THE LEARNING LABORATORY

The contents of this chapter are available because of the association with the Winnetka Learning Laboratory and the publications of Mr. Joe A. Richardson and the cooperation of Mr. Gerald Wilkens.

Historically, the Winnetka Project for Academic Motivation developed as an independent resource available for work with selected children. The Learning Laboratory was funded through a grant from the Ford Foundation in 1960. The philosophy and purpose of the Learning Laboratory was expressed in the following exerpt from an article written by Dr. Sidney P. Marland for Educational Leadership:

> We believe that self-instruction, self-motivation and independent inquiry are characteristics of education to be strongly supported and enhanced by teachers in the school organization...
>
> Our hypothesis suggests that the junior high child, given an opportunity for unstructured inquiry and the pursuit of intellectual ends important to himself will gain an added dimension of scholarly satisfaction... We see the Learning Laboratory as a place for excursion of the mind and spirit of the child not normally attainable in the conventional classroom.
>
> Many new media of instruction are being produced with the intention of facilitating and expediting learning. These media are often complex, ill-suited to the conventional classroom, and forbidding to many teachers. We propose to pool such media, place them in close partnership with the conventional library, and create a setting for independent learning that will respond to the hypothesis above...
>
> Part of the original hypothesis stated:
>
> ...for certain children, for certain periods of time, an intellectual task of their own making and of high order pursued in the Learning Laboratory, will produce measurable gains in the child's view of himself as a purposeful student, and will carry over affirmatively into the more conventional classroom learnings of the secondary school and college.

During a typical school year over 400 children are assigned to projects in the Learning Laboratory. In addition to the many student projects, the Laboratory also offers services of an extensive film-strip library, its audio-visual department and its resource technicians and duplicating equipment. Small groups of students have also used the facilities of the Learning Laboratory under the guidance of their classroom teachers.

Through the Learning Laboratory, a new role has been developed for the academic consultants. The specialists in reading, science, mathematics, foreign language and language arts now provide the specialized knowledge necessary to work intensively in their fields with groups of appropriately selected children.

In each of the instances cited above, volunteers supplement the services of the professional. Volunteers help in the preparation of materials, in doing typing and duplicating, or in completion of designs laid out by a specialist. Volunteers work with individual or groups of children under the direction of the specialists, continuing the programs they have designed and extending their services. This is particularly true in the lower schools. Volunteers work in the maintenance and repair of the new teaching machines available in the Learning Laboratory.

Recognition of the valuable contribution of the volunteer to the resources and activities of the Learning Laboratory prompted Mr. Richardson, the original director, to share his ideas concerning the preparation and work of the volunteer in the following statement:

> As a resource person, yours is a unique role. You are not, in a literal sense, a teacher who is entrusted with the job of teaching the student everything he has to know or wants to know about your subject. You are not an "answer man" whose sole function is to supply the answers to the many questions the student may pose to you about your area of specialization. You are an expert authority to whom the student may come for information he cannot find in text books or reference books, to whom he may come for interpretation of something he had read and cannot grasp, or with whom he may share the information he has previously accumulated and, through this sharing, gain greater insight into the subject.
>
> One of the biggest problems in assuming this role is that of procedure. When the students come to you, notebook and pencils in hand, what do you do? Do you begin the session by asking them what they know, or what they want to know? Or, do you begin with a lecture you feel might be helpful and informative? The truth is, you may begin in any way that seems comfortable and feasible for you and your particular group. You may assume that the students who come to you have some background in the area in which you are to serve as an authority. They will have read and discussed the general subject, and perhaps their particular interest within the subject to some extent. You will have received, in advance of your first session, an outline of the nature of their project, and the culminating activity or over-all objective your meetings are designed to produce.
>
> A very good "ice-breaker" would be an introductory session. Let them become acquainted with you as a person, and develop a rapport with you. They will feel more free to share information with you and to get information from you as the sessions progress. By the same token, it will help you to get to know them, what their capabilities are, and the depth of their interest in your subject. Then you will know just how involved or complex your meetings can become.
>
> An ideal session would be one in which they would share with you information they have gathered through research and pose questions to you for interpretation or explanation of certain concepts. They may take issue with certain things they have read and ask your opinion of them. Ethical evaluations are very important to them. They form their own opinions, but they usually want to know what you, an authority, think. If they are reluctant to begin the session, perhaps you can begin with material that will enlighten them, and provoke questions or discussions as the meeting continues.
>
> These meetings should be to a great extent informal discussions either in a fairly large group or in groups of three or four.

(Learning Lab Projects): Do not be disturbed if there are some sessions during which you seem to do most of the talking. They are listening and absorbing the information, and they are probably thinking about it in a critical sense, that is, how it applies to their over-all subject, and how it ties in with what they have read previously. Do not hesitate to question individuals within the group if you feel greater participation is desired, or if you feel they do not quite understand the material under discussion.

By all means, feel free to suggest reading materials to them, or assign these materials if you think they would be helpful to the student's understanding of the subject. They are constantly looking for resources, and anything you can suggest would be gratefully received. If you think such materials should be part of our library or classroom, bring them to the attention of the director of the Learning Laboratory or the classroom teacher with whose students you are working. We do have at our disposal the facilities of the Winnetka Public Library, the Northwestern University Library, the Evanston Public Library and several others. Related materials are also highly desirable. Certain novels, biographies, prose writings, poems, etc., may not deal directly with the subject at hand, and yet through fictional or unusual treatment, may increase the student's interest and understanding of the material.

A few sessions will show that you cannot underestimate the interest levels or abilities of these students with whom you will work. They are very young, true; but they have a desire to learn, and derive genuine pleasure and excitement from a meeting which has given them the opportunity to add to their knowledge, and to share with someone they respect the results of their research. They will be grateful for your ears as well as your mind; and you, we hope, will come away stimulated and more fulfilled for having participated in this experiment in education. You can take with you the knowledge that you have had a direct role in helping children learn and in teaching them to think.

In the Winnetka schools, it was apparent that both the Learning Laboratory and the Project for Academic Motivation were committed to the individualization of education, the fulfillment of the individual and the most effective use of resources. The emphasis in the Project for Academic Motivation evolved in regard to the interpersonal relationship and resources possible through the knowledgeable volunteer. In the Learning Laboratory, with the same philosophy, emphasis has been on the school-centered resources, the specialist in various fields of education and the audio-visual and material teaching aids supplemented by the volunteers. Together and under the responsibility of the Learning Laboratory, an extensive service is provided that contributes not only to the child and his education but to positive community relationships.

Not all communities are fortunate enough to have Learning Laboratories or an equivalent type of Resource Center in their schools. But any school can attempt to define its educational goals over the long view and its objectives for each student, often with the objectives and goals defined, the resources reveal themselves.

The co-ordinator of community resources in schools, should also be aware of the function of the co-ordinator of a Learning Laboratory. The resources of industry will doubtless continue to become more available to education, and training for the effective use of these resources should be undertaken.

The Learning Laboratory co-ordinator, in addition to the skills defined in the Manual for Co-ordinators of the Project for Academic Motivation, should be prepared to learn the operation of new teaching equipment as it is available. The co-ordinator should be prepared to instruct teachers and students in these skills when it is appropriate to do so.

The co-ordinator should be able to understand the needs of the specialists in education and work with them in the development, preparation and dissemination of new curriculum materials. The co-ordinator should be particularly skillful in scheduling and juggling time, places, and students so that all the resources of the Learning Laboratory may be used efficiently and effectively.

Materials of the Learning Laboratory should be available, visitors made welcome, correspondence encouraged, so that the tradition of sharing the benefits of educational investigation can be continued.

The Learning Laboratory or Resource Center is an ideal physical setting for individualization of instruction. It presents an exceptional opportunity to bridge gaps between where the student is and what goes on, not only in the classroom but in the world outside. Resources of the library, the audio-visual materials and of the community can be available.

Therefore, in considering the role of the resource co-ordinator, we are really thinking in terms of three functions. They are, the coordination of library resources, human volunteer resources and material resources. There are, of course, often combinations of two or more of these. Take, for example, the volunteer from industry who, under professional guidance, designs material resources such as scientific materials with students. An example of this was an electronics engineer who built battery-run question boards and simple computers with students for their class.

Whether the three functions of the co-ordinator will be carried out by a librarian, a learning center director and a volunteer co-ordinator, or by one or two persons with the assistance of volunteers depends on the resources and philosophies of the school.

Questions regarding the function of a Learning Laboratory:

1. List the resources of your school and community that you think properly belong to a Resource Center or Learning Laboratory.

2. Identify other services that are not available but which you would like to have as part of this program.

3. If you were planning a study group of co-ordinators of school resource centers, what schools would you include? Defend your answer, particularly explaining the omissions.

4. If you were building a school, where would you locate the library in reference to other resources?

5. Visit and report on the work of a resource co-ordinator who is also librarian, who is also co-ordinator of volunteers.

References for Chapter VIII:

Bloom, Benjamin S.: Taxonomy of Educational Objectives. David McKay Co., New York, 1956.

Marland, Sidney P.: "Winnetka's Learning Laboratory", Educational Leadership, ASCD, April, 1963.

CHAPTER IX

PROJECTIONS FOR CO-ORDINATORS

> "How far can we foresee? How can we bring up children in such a world? What moorings of the mind will hold them stable in this flux? There are two ways, I think to meet the problem of change. One is to learn to accept it, even to build our lives around it... the other way is to anticipate it. Here I think we could do much better than we are now doing..."

So challenges Dr. John Platt in his book, The Excitement of Science. We can anticipate some of the changes in education. Changes are occuring in those who are being educated and in how they are being educated. Students are starting younger and continuing longer, and more of them are going to school at both ends of the age continuum and in the middle. They are learning in different ways, with new techniques and new machines and new kinds of environments. The partnerships in education are extending from industry and government to foundations and the professions. Education is concerned with the inner city and with the suburbs and with an ever-widening exploration of problems and sharing of resources. Bridges are being built on earth and across space, and everywhere education is an essential ingredient.

In order for schools to take advantage of the new resources, to incorporate them into teaching in meaningful ways, to use volunteers constructively, someone must keep the wheels oiled. The co-ordinator should be able to make the materials accessible with a minimum of trouble to the teacher; he should know how to locate knowledgeable people, operate new machines, bring meaning into content with visual aids, demonstrations, individual conferences or lectures. In brief, the co-ordinator of the future may be the resource person for the school -- knowledgeable about supplies, curriculum and consultants.

Some things are already successful educational innovations. The Franklin School in Lexington, Massachusetts, uses teacher aids to do clerical work, part-time knowledgeable adults to teach penmanship; and, by these savings of teacher time, is able to have time to plan team teaching, carry on parent conferences and supervise student teaching.

Glencoe, Illinois, under the supervision of the social studies and science resource people, has organized team-teaching lectures including extensive use of volunteers in the community, who are among the experts in their fields.

The Higher Horizons program in a New York City demonstration guidance project concentrates on locating hidden talent and reducing delinquency. It uses volunteers extensively for supervision and guidance of children in visits to industries and in cultural enrichment types of experiences.

Urban Gateways in Chicago and its suburbs is a program designed to provide cultural opportunities to children for whom they would otherwise be inaccessible. Children are prepared for the cultural event so that they will derive maximum enjoyment and understanding from it. Like ever-widening circles from a pebble dropped in the water, the pleasures of attending an event or learning about music, art, or literature, often lead to creative effort on the part of the child.

Teacher Aides of Bay City, Michigan, were hired as a result of a study that revealed 26 per cent of the teacher's time was devoted to non-teaching chores. The aides proved to be an excellent source for recruiting new teachers.

Evansville, Indiana, and neighboring schools have involved local industrial and cultural groups in school television programs. These volunteer programs were correlated closely with the curriculum and test results of the learning that took place were very successful. Another type of educational adventure in which co-ordinators will have a significant role, is the community school. Think of the possible applications of this role in the following quotation from The Public School in the American Community, by Grace Graham:

> At the same time that children were expelled from the labor market, the working hours of adults were reduced. Latest advances in automation give rise to predictions that the average work week will in the near future consist of only four days. The resultant increase in leisure time for adults fits two facets of the Community School program: 1) It frees more adults who might be willing to work on community improvements with the children, and 2) It leads to increased demands for adult education...
>
> If we expect children to grow up with an appreciation for the rights of others, a belief in the dignity of labor and in the worth of all men, and a recognition of the interdependence of groups, we must provide experiences designed to achieve these ends. In our large high schools rubbing elbows with children from all social groups does not assure the development of social insights about the human beings to whom these elbows belong. Several facets of the Community School's program -- community study, use of resource persons from all walks of life, intelligently conceived field trips with sound scholarly objectives, work projects with adults and peers -- would provide additional opportunities for social understandings that are not found in many schools...

"Scholastic Catalysts, Inc." is the name given to a volunteer tutoring service in Nashville, Tennessee. This tutoring service includes all subjects taught in the public school curriculum and is done both individually and in groups. It is done under close supervision of the teaching staff and at a time convenient to all involved. This is one of many tutorial services which uses appropriate volunteers and is aimed at the prevention of academic failures and dropouts.

In Pittsburgh under a Mellon Foundation Grant, 500 children are enrolled in a tutoring program with 200 young adults recruited from colleges and universities in the area.

In San Francisco, a remedial reading instructor designs programs developed on individual diagnoses for 100 children. These programs are implemented by volunteers she has trained. She does all of the testing and assignment of materials but extends herself and individualizes her teaching through the volunteers in a way that would otherwise be impossible.

In one Highland Park, Illinois school, the guidance staff has developed a team program for a group of children with perceptual handicaps. With the cooperation of the parents, portable typewriters are provided three times a week in school for the group and used at home on the other days. During the three days a volunteer typing teacher instructs the group of 8- and 9-year-olds in typing. The skill and confidence they are gaining has already paid dividends in their class work and in physical coordination.

In Winnetka, we have a group of volunteers which in our modern lingo might be called "instant help". They sit in the back of classrooms to which they are assigned, two or three mornings a week. They learn the same material that the children are learning, in the same way. When a student has a problem, the teacher may if she wishes, send him to the volunteer for help. We think this avoids complications which sometimes result from the delay in understanding -- the singling out to come in for extra help -- the distraction of the teacher from the total class -- the psychological withdrawal that comes from not understanding -- and the underscoring and secondary gains of failing.

A school board uses the writers in its community to prepare some excellent recruiting brochures. From the point of view of the Board, the volunteer program is the only one that is ever mentioned that does not cost a fortune. On the contrary, school districts utilizing the volunteer programs gain literally thousands of dollars of service and often hundreds of dollars in terms of donated equipment for a very minimal cost. Probably this situation in a world of spiraling costs is the one factor that makes the program difficult to grasp. People just don't believe it until they see it happen.

In a North Chicago high school, professional, knowledgeable volunteers will be assisting the administration in designing a humanities program for the gifted. The kinds of requests made and the types of referrals point the way to school needs for the administrators. When large numbers of requests for help in the area of emotional support come through, the attention of the administration may be drawn to the need for further guidance staff. When remedial work is needed in one subject area consistently, the curriculum content and teaching method may need to be adjusted. This is an example of feed-back, a continuing process of evaluation and innovation, which may evolve from a good volunteer program.

During a building program in Winnetka, a concentrated effort was made to involve children in the construction to avoid accidents and conserve equipment. Every professional and tradesman from the architect to the plasterer had a turn speaking to the assembly and spelling lists suddenly took on vocabulary words from the construction trades. There were no problems of accidents or vandalism.

The time to share on the part of volunteers, the great need and the human limitations existing in the schools have combined to promote countless volunteer programs, most of them unrecorded in the literature. Those that were recorded are too numerous to report adequately. If these programs, needed both by the academic agencies being served and by the volunteers serving, are to continue to succeed, a professional type of coordination of these services should be available.

The volunteer's contribution is, in the final analysis, the responsibility of the school. His contribution supplements but does not substitute for the teacher. His work must be directed and appreciated. The co-ordinator as part of the school personnel should provide these securities for the volunteer.

An experienced co-ordinator with as few as two experienced volunteers, acting as demonstrators, can serve, as a team, to extend the work of appropriate volunteers in education to an entire community. It is well to undertake a pilot program first to explore the unique aspects of the educational setting and volunteer resources of the area. It is anticipated that each community, like each school, will have special problems, needs and attributes.

Some of the variables in a community significant to the planning of a volunteer resource and a school program, would be: the size of the community, the economic and cultural composition, civic, industrial, professional, and religious organization, and the structure of the school system. In comparable communities, similar patterns for developing school-community programs may occur. While there would invariably be individual variations, there could also be similarities that would be helpful to other comparable communities.

A suggested structure for a pilot demonstration program follows. Demonstration teams from school systems making successful use of volunteers are available.

SUGGESTED STRUCTURE FOR A SCHOOL PILOT PROGRAM USING APPROPRIATE KNOWLEDGEABLE VOLUNTEERS

The entire philosophy of a program using knowledgeable volunteers is based on a school-community partnership in which the school designates the academic or service areas in which the volunteers can extend but not replace professional staff. The support of the Board of Education is essential.

The vast increase of knowledge, the already extensive demands on teachers, and human limitations make the use of volunteer resources desirable. Automation and advances in medicine have provided increased health, longevity and leisure time, thus increasing the availability of appropriate volunteer service.

The proposed pilot demonstration project could be carried out by a co-ordinator and two experienced service demonstrators who would each, through on-the-job work and consultation, train a new co-ordinator and volunteers to assume similar on-going roles in the school.

The two demonstrators would be competent to work with individual children, with groups or as classroom lecturers, knowledgeable in specific academically oriented fields. In securing volunteers to work with and ultimately to replace these two service demonstrators, it would not be necessary to find single individuals with equivalent talents. It would be preferable and simpler to secure several volunteers to fulfill these functions and a group of say six, as opposed to two, could be trained by this process.

The pilot project in one school should involve the principal and two or three interested teachers. The team of service demonstrators should be selected by the training co-ordinator in consultation with the principal and teachers. The co-ordinator-in-training should participate as part of her indoctrination. The choice of service demonstrators should be made on the basis of the specific skills and knowledge desired and types of children to be served. One man and one woman should comprise the team and their skills should vary. For example, one might be skilled in the field of science, the other in social studies or the humanities.

Details of the types of projects or lectures, the place and time of meetings, the children participating should be worked out with the principal, the co-ordinator and appropriate staff. The responsibility for implementing projects and lectures with minimum effort by the school is the job of the co-ordinator. Meetings between the co-ordinator and volunteers and co-ordinator-in-training and demonstrators, at which the principal and staff are welcome and which is easily accessible to them, are highly desirable. (In the past, such meetings have taken place in the teachers' lounge.)

The demonstration should occur one afternoon a week for from four to eight weeks. The period within those limits may be determined by the time necessary for the satisfactory establishment of an independent, on-going program with a co-ordinator and the appropriate volunteers. The co-ordinator might be on the staff of the school, responsible, also, for other duties.

Assuming two service demonstrators and three or four recruited volunteers working one afternoon a week, as many as thirty-six children could be involved in projects exclusive of the work with large groups or lectures.

The success of the school program depends on the ability of the co-ordinator to communicate constructively with the school administration (the principal) and the professional staff, to supervise volunteers competently, to communicate volunteer needs to the recruiting source in the community and to have those needs appropriately met. For a pilot program to succeed such skills should be developed by the co-ordinator who will continue with the program. It is possible, of course, to arrange conferences with the demonstrating team at a later date if they are needed.

Since the interpretation of the school needs is in some respects different from other types of volunteer service programs, the co-ordinator in the pilot demonstration project should be willing to assist in the indoctrination of any individual designated by the Volunteer Bureau to work in the area of community recruitment. This might involve joint speaking programs to community groups with the recruitment representative. The involvement of the community in volunteer work for education can be a most rewarding experience for the volunteer as well as for the school.

If the pilot program is successful and the demonstration school able to continue an independent satisfying operation, thought might then be given to an extension of the work.

The key to any such programs are individualization and concern for the child, the school personnel and the volunteers. Any projected operation that is too extensive to maintain these values, should not be considered.

The professional role of co-ordinator in educational services is developing. Such a co-ordinator is a liaison between the educational service (school) and the community resources (knowledgeable individuals, materials, industrial and professional organizations). Since the service performed is to the school, the co-ordinator is responsible to the school and should, therefore, be a member of the staff of the school. The primary purpose of this identification is to make education more accessible and more meaningful.

In some instances, for the student to be able to learn, some social change is necessary. For example, in order to make learning attractive, community attitudes toward achievement and knowledge may need to be modified. Parental attitudes and community values may be at stake. Similarly, poor housing (no place to study, physical discomfort that is extreme), poor health (inadequate diet, absence of recreational possibilities, etc.) will have to be dealt with before the process of learning can be a possibility. The opportunity to communicate with others at an early age, (Head Start) and to be exposed to cultural opportunities (Urban Gateways) is highly relevant to the educational needs of the twentieth century. The element of hope, the forerunner of positive change, must also be taken into account. This means that after education, employment must be available.

The co-ordinator in an educational instution in partnership with the community must, therefore, be prepared not only to bring the advantages of the community to education, but also be prepared to try to modify the disadvantages for the benefit of the potential learner. Cooperation with existing community welfare and civic organizations is imperative. New services may also need to be evolved.

Peter Schrag, in *Voices in the Classroom*, summarizes some of the problems facing educators today:

> The BIG school system finally involves all of us. It is affected by social and economic forces, by political pressures, by the ethnic composition of cities and suburbs, by the patterns of population change -- by *what we are* and *what we do*. Because some of the factors of this system are so overwhelming, the schools cannot ignore the problems of the surrounding community -- the conditions of family life, housing and neighborhood planning -- just as they can't afford to isolate themselves from outside ideas, techniques and suggestions, no matter what the source. They must become open, flexible agencies ready to teach children of three as well as adults of thirty, hospitable to all comers, ready to expand the school day, and the school year, ready to enlarge the scope of their social functions.

Volunteer services often are, but should not be carried on at random. As in any service, all activities of similar nature are dependent to some extent on the reputation of each. If any group performs inadequately, the entire field of volunteer services to education will suffer. Through the professional development of co-ordinator's services, it is possible to communicate more easily and to share the positive experiences of various schools so that all may benefit. The opportunity for research, if these programs are carried on on a professional level, are limitless. The saving of teacher time, the effect of enrichment projects, evaluation of innovation, and exploration of experiments designed to reduce academic underachievement, are but a few of the likely possibilities for research.

When the work of the volunteer in schools is carefully directed, when professional expectations are held for the volunteer, satisfactions are deep. Whether the volunteer is the retired man, the woman whose children are no longer home for lunch, or the young adult whose responsibilities are not yet developed, the rewards of having a place for one's skills and of being needed, and the status of contributing to education, are meaningful. Beyond the immediate satisfaction of useful personal involvement is the goal of constructive contribution to the problems of youth in our society.

At this time, industry and the professions are just beginning to prepare people for retirement. Consideration should be given to procedures which will permit interested individuals to begin the process of service to education on a limited basis several years before retirement. The process will be beneficial to both the organization involved and education.

Industry needs to be alerted to the growing problem in our culture of wasted resources and deteriorating lives. Once the retiree has left his work, it is difficult to motivate him to service. The Bell Telephone Company has solved this by its Pioneer Group which is devoted to service. The interested employees are involved in it long before retirement. The esteem with which the company regards its retirees is apparent in the Pioneer Room, where retirees return to meet at any time, to display their hobbies and plan for community service. This pattern which should be widely copied and encouraged is rare indeed.

Dr. Platt's comments concerning education are also very apt from the point of view of the volunteer who contributes his talents to education:

> Someone has said that the greatest thinking device in the world is inside a single skull. Its communication channels are the most free and instantaneous. This is true as regards the ability to think, false as regards the motivation. It is the intensity of our personal coupling mechanisms to other people that keep our interest alive.

Projections for Co-ordinators -- Beginnings

1. If you are familiar with a school with a resource center and can observe the duties of the co-ordinator, indicate what you think the training and/or experience prerequisites of the co-ordinator should be.

2. Secure publicity material from an agency using volunteers and design the role of the co-ordinator. Who performs these functions in the agency as it is currently operated?

3. Select one child who has worked with a volunteer and through discussion with him, his teacher, parents, and any other pertinent individual, discover how many ramifications of his work with the volunteer have taken place. What influence do you think this relationship may have on him in high school, college or as an adult?

4. Choose one book you have read as a result of this training, and in three pages or less describe its application to a volunteer program in your school.

References:

Chandler, Stiles and Kitsuse: Education in Urban Society, Dodd, Mead & Co., 1962.

Graham, Grace: The Public School in the American Community, Harper, Row, New York, 1963.

Kolar, Mrs. George G.: (Publication of) The Institute for Cultural Development, 1123 W. Jackson Blvd., Chicago, Ill.

Morse, Arthur D.: Schools of Tomorrow - Today, Doubleday & Company, Inc., Garden City, New York, 1960.

Platt, John: The Excitement of Science, Riverside Press, 1962.

Schrag, Peter: Voices in the Classroom, Beacon Press, Boston, 1965.

Senior Citizens, Inc.: Scholastic Catalysts, Inc. Tutoring Serivce Bulletin, Nashville, Tennessee.

CHAPTER X

EXAMPLE 1

A CO-ORDINATOR'S TYPICAL DAY

Mrs. Pearl Sakol, who was associated with the Winnetka program for three years and introduced the program to the schools of Glencoe, Illinois, contributed to the writing of this chapter.

EXAMPLE 1

A CO-ORDINATOR'S TYPICAL DAY

The co-ordinator knows that each day will be different, and each day will emphasize one or another facet of her role -- a role that is somewhere between teacher, social worker, hostess, secretary, statistician and just a citizen of the community: citizen and hostess always, statistician and record keeper at the end of each month and particularly in June; social worker and teacher as projects begin and volunteers must be interviewed and briefed.

This was an especially early day, beginning with an interview with a boy's father before work. Tom's teacher referred him to the project because he gave every evidence of having ability, but spent too much time day dreaming and not completing his work. He was interested in electrical projects beyond fourth grade level, and had no support in this field from his lawyer father. School policy required parents to be notified of referrals to the volunteer program, since the student would be out of his class for about forty minutes each week. This co-ordinator always included conferences with fathers as well as mothers. Hence the early day -- Tom's father met the co-ordinator at school on his way to work at 8:00 a.m.

When mothers tell fathers about the program, sometimes something is lost or confused in the telling. When a boy is referred for motivation, it is particularly wise to involve the father. If he is part of the program from the outset, there is less danger of competition with the volunteer which can lead unwittingly to unconscious sabotage.

It developed that Tom's dad was particularly eager to talk with the co-ordinator. He had high standards for his son, but recognized that, although this boy was imaginative and logical, he was not as verbal as the father and had less confidence in himself than he needed to get along comfortably with his classmates and his studies. This set the co-ordinator to thinking. She must ask Tom's teacher if there was another, not too domineering boy, who might be selected to work with him. Tom's father confessed to knowing nothing about electronics: "Maybe he could teach me a thing or two." This would be mighty good for Tom's self-confidence. The co-ordinator suggested that after the project got under way, Tom's father might like to let her know how the family reacted to it. The co-ordinator told him when the project would begin and described Mr. C.'s background in electronics and physics at Illinois Institute of Technology, since Mr. C. had agreed to work with Tom.

As the father left, two teachers came in. They were responsible for the lounge this week, and set about to put on the coffee pot and pick up in the room. One was Tom's teacher, and over coffee and some cookies (the co-ordinator's contribution) they discussed the possibility of letting Tom choose a friend to be with him. The class was studying the physics of sound and it was decided that if the boys were interested, they might build a small radio for the class. This could be very useful because some of the theory -- how it was assembled and how it worked -- could be brought back to the class. Also, news events, particularly the election returns, could be heard and discussed. The teacher said she thought these were excellent possibilities that would give status to Tom. She arranged to talk with the co-ordinator after the first two meetings to report how the radio project was going.

The other teacher had three girls working in an enrichment project with Mrs. S. They had been interested in French, and were creating an exciting felt panel to hang on the classroom wall. It depicted various things characteristic of France -- perfume, cookery, the Eiffel Tower, costumery, the Louvre. The girls had done considerable library work, some on their own and some with Mrs. S., to prepare for their illustrations. They reported to the class regularly and with enthusiasm. Fortunately, some special math and science projects were also in progress, or the whole classroom would have wanted to make murals. This teacher said she was getting an idea for one of her boys who seemed to need motivation, but would have to clear with the school psychologist before referring the child to the co-ordinator. "We can talk about that later," she said.

There was just time to lay out the report slips for the volunteers and Mr. C.'s schedule, since he would be coming for the first time that day. All four volunteers came at once, and the co-ordinator thought there were advantages to having them all come for instructions at the same time. The nurse's office was not available for one of the projects because she was giving hearing tests, but the weather was good so the physical education would be out of doors and the P.E. office could be used. Mr. C. had been in the week before to look around the building and was pleased to be in a corner in the basement. "I have a loud voice and I won't have to be afraid of booming out," he said. He had brought some drawings, a yardstick, pencil and paper, and explained that while he would be happy to help Tom and his partner build and understand radios, it was his conviction that basic understanding of measurements and following directions could be learned in a short time and were prerequisites to working in his field. The co-ordinator made a note of this so she would not forget to explain to Tom's teacher that when he returned to class with table top measurements this did not mean a change in the project but only a preliminary step.

A volunteer returned saying his boy who was working with him in a history project had not come in. Mr. L. was retired from the State Department. The co-ordinator sighed. This was a problem with 9:00 a.m. projects. If a child was absent and the parents did not call her or the volunteer, then the volunteer had no project at that time. Mr. L. seemed not at all discomfitted. He said he was glad to have the extra time to work in the library. He was going to lecture to a fifth grade class on early explorers that morning and had a few additional facts he wanted to look up.

By ten o'clock the co-ordinator was ready for the new school board member the superintendent had sent over to receive some interpretation of the program. Together they examined a quotation from a recent book on teaching the gifted: (Cutts and Mosley, Teaching the Bright and the Gifted)

> Few schools, or even whole school systems, have available all the people and all the materials which bright pupils need to round out their learning experiences. And pupils in even the best-equipped schools profit from contacts with successful adults, from direct observation of many phases of the life and work of the community, and from direct participation in some of these...
>
> Programs like those... do more than help teachers supplement instruction. They introduce bright youngsters from all sorts of backgrounds to the people in the locality who value intellectual pursuits...

> Bright children from underprivileged homes stand to gain immeasurably from a well-developed community program and the community stands to gain by helping them...

The special chore of this board member was to develop a sister-type program in a school in a neighboring but less privileged community, and she was eager to understand this phase of the school program. She decided that the adopted school would not be able to enjoy the expensive equipment of a Learning Laboratory for the first few years, but that human resources of neighboring communities could work with appropriate people living in the area of the school to bring extra services into the school.

Over the inevitable coffee, the board member confided that she was troubled over the possible failures of a volunteer program in such a school. What if the volunteers did not show up? Would there be too great a gap between what they knew and the educational level of the school. Would the teachers resent them? Would there be working areas available? What about scheduling? To each question, the reply was that these were indeed possible problem areas, but to iron out or avoid these difficulties was the co-ordinator's function.

As if to give proof to her words, a volunteer phoned saying she regretted not being able to work the following week because family problems necessitated a trip. The co-ordinator thanked her for giving advance notice and called the Talent Pool to secure a substitute. She did not always plan to have a substitute, but this was a weaving project, and there were other weavers able to fill in. In some other type of work, the choice might have been to notify the children's teacher not to send them that day. Communication was always simple, direct and as far in advance as possible.

During the telephone conversation with the Talent Pool, the co-ordinator learned that a young woman had just returned from an exchange program in Egypt and was eager to tell children about her experience and set wheels in motion for some pen pals. The co-ordinator promised to speak with the principal about this, and said probably the fourth grade would get together for such a lecture since their curriculum included some study of Egypt.

The volunteers in the building dirfted back to the teacher's lounge for conversation and coffee. One was concerned with not enough content in her project, another with inadequate involvement of the student. They helped one another, making suggestions, talking with the student's teacher or the librarian about materials, and making plans.

One of the men in a carpentry project, building pioneer benches and stools with third graders, said some of his children wanted to stay beyond the assigned period. The co-ordinator promised to call him during the week to see what could be arranged; perhaps with permission the children who worked the last thing in the morning and the ones who had projects right after lunch could bring sandwiches and extend their work half-way into the noon hour if they could be on the playground for the other half.

The co-ordinator relaxed for a few moments after the last conference of the morning, then prepared to eat her own sandwich in the teacher's lounge. She knew teachers would speak to her about referrals and children in projects if she were available at noon. It would be no extra chore for them to do so, and no interruption of class work.

One teacher was very concerned over the grooming of a little girl. She felt it was a handicap to her socially. The co-ordinator accepted this evaluation and agreed to explore the possibility of the volunteer's talking with the child. However, the co-ordinator warned that this might not come about in the way the teacher anticipated. It probably would be by indirection, if at all, by the child's admiring the grooming of the volunteer, becoming interested in her clothing and developing a sort of sub-project in this area. The volunteer would not gain anything by being critical or too direct in this matter, and the relationship that was developing could be jeopardized. Sometimes, the co-ordinator explained, indifference to appearance was a minor symptom, but, other times, it represented conflicts with which the training and skills of a volunteer could not deal.

The co-ordinator was particularly interested in talking with one teacher whose own child was in the program. He explained in detail the activities that were taking place at home as a result of the project. He dated the beginning of his daughter's interest in reading the newspaper to the discussion of current events in geology taking place in the school project.

The afternoon volunteers came in at 12:45. They were friends, and had come to the decision that they needed more theoretical content in the learning process as the best way to motivate children. The co-ordinator had prepared some material for them about the inquiry method and discussed the presentation of a picture or a question that would lead to other questions and a self-propelled type of seeking for answers. The scientific method was discussed in relation to how young children could be trained to use it. The volunteers thought they were very fortunate not to have to depend on traditional question-and-answer, lecturing and feed-back techniques. One of the men, a retired engineer, said he had had very good luck in looking at parts of the building with his boys -- the slope of the roof, the materials, the pipes in the furnace room, the floor plan of the building -- and that the curiosity of the children had led them into some fine discussions and inquiry.

The day ended for the co-ordinator as it had begun, with a list. The list was for the monthly statistical data, for things to do next week, and a few to do at home before then -- quite a few.

Things to Try:

1. Spend a half-day with a co-ordinator or a Learning Lab or a Resource Center administrator. Itemize the various types of activities performed. Analyze the skills involved. Do they require knowledge of secretarial services, social work or educational skills, or others?

2. Join two other students who have prepared a similar list for schools in different economic or ethnic communities. Compare the skills involved and the knowledges required.

3. Volunteer programs often develop by osmosis. One co-ordinator in Northfield, Illinois worked with a teacher whose husband was principal of a school in Elk Grove. A principal in Niles, Illinois became superintendent in Brookfield. Thus, Elk Grove and Brookfield developed school volunteer programs. Can you discover the paths by which a school developed its volunteer program?

References, Example 1:

Cutts, Norma E. and Moseley, Nicholas: Teaching the Bright and the Gifted, Prentice-Hall, Inc., Englewood Cliffs, N.J., 1957.

Hawkins, David: "The Informed Vision: An Essay on Science Education", Daedalus, Creativity and Learning, Journal of the American Academy of Arts and Sciences, summer, 1965.

CHAPTER X

EXAMPLE 2

A PROJECT ABOUT PIONEER LIVING AND WORLD UNDERSTANDING

Mr. Howard Bede, who has worked with the Winnetka program since 1960, has contributed to the writing of this chapter. Mr. Bede has been co-worker on the Administration on Aging Program and has worked closely with many industries toward involving the pre-retiree.

EXAMPLE 2

A PROJECT ABOUT PIONEER LIVING AND WORLD UNDERSTANDING

It is a fair assumption that when the agency that is the source of volunteer recruits for schools, in this case the Winnetka Volunteer Talent Pool, refers an individual to work in the schools, that individual is qualified to do so. The qualifications, reviewed in detail in Chapter II, included a willingness to invest himself in the school operation, knowledge and interest in the required subject matter and the ingenuity and adaptability necessary to shape the content of the projects and to adjust to the demands of a school setting.

The co-ordinator assumes that the above characteristics are true and proceeds to get acquainted with this volunteer in more specific reference to the school situation. She is interested in his personality, his education and work histories, the nature of his vocation and his avocational interests. As she inquires of his past and his hopes for the future, she notes the phases that are relevant to the educational scene.

Noting optimism and trust, the co-ordinator thinks of the value this has for the child lacking confidence. Observing enthusiasm about the subject matter, she thinks about motivating an academic underachiever. Such enthusiasm is more caught than taught and is greatly needed.

A formal college training was not a prerequisite for success to the extent that it now is, when the volunteer referred first went to work. He began as a draftsman for a railroad. He was shy and not inclined to push himself, but he did hope to succeed. At this point, the co-ordinator might think about the skill of drawing as a positive attribute for someone working with elementary school children. He would be able to make illustrations that would appeal to children and help to prove a point to the less verbal ones. The shyness, now in maturity obviously overcome, would enable him to have some empathy with little boys who lacked confidence. Some time later, Mr. B. became attracted to the publishing business and began as a salesman traveling over the United States.

The co-ordinator wondered about the implications of this. Was this volunteer ready to make changes when something more challenging appeared? It would seem that this was so, even if the changes meant a temporary setback in security. Somehow, the implication of this seemed to relate to understanding little boys who might be more creative than conforming.

And the traveling, what did that mean from the educator's point of view? Pictures? Yes, indeed! They were organized so that one might get pitcures of flowers, rainbows, rivers, volcanoes, great cities and monuments, people working in fields or in cities. The travels did not stop with this job but continued, all over the United States, then Europe, and then the globe.

The co-ordinator felt a warning note. The vision of all these resources, for lectures, for individual students, for displays, to tie in with the pioneer curriculum in third grade, with earth sciences in fourth, with U.S. history and exploration in fifth, this was almost too much. If the co-ordinator did not take care, the material would be too important, and the volunteer might be lost. Basically, the way he communicated, the satisfaction he needed from the work, these came first. The materials were a bonus.

The success story continued. The two owners of the publishing business became three, the one magazine grew to nine. Vacations became longer, the travels more extensive. For fifteen years he had charge of all the advertising in what became a well-known advertising and publishing business. Then, to complete the business experience, for twenty years he continued in this field, retiring as Vice President. The creative requirement of this job would not be lost in the school setting.

There was another thread running throughout this story. Out of his pocket came semi-precious stones, arrow heads, Petoskey pebbles and with them came the story of his interest in rocks from the time he was six. This interest continued and flowered with a later well-structured reading program.

In discussing the pioneer program of the third grade and observing classrooms and reviewing curriculum, this volunteer developed a fascinating curriculum for his projects. They were based on the classroom curriculum, but were woven in with his travels, basic geology, and a very promising philosophy. This is the way he describes it:

> A few years ago I stood on the deck of an ocean liner and watched new land being formed. A volcano just a quarter of a mile away was rising out of the water and throwing up tons of rock which a short time later built up an island increasing in size until it joined a larger island a half mile away.
>
> The poet who spoke of the everlasting hills was not too well acquainted with geology. Mountains rose up from the earth's crust and immediately physical and chemical forces began wearing them down. Streams carried away their substance to the seas where it will ultimately be the means of forming new mountains.
>
> Before the early explorers, man's horizon was limited to the eastern hemisphere. Later, his efforts expanded it to include a round earth which he circumnavigated, according to popular fiction, in eighty days. In 1962, I traveled completely around the globe in fifty-three hours flying time. Astronauts have it down to a little over one hour.
>
> My subject is World Understanding. If we are to make any headway in understanding this subject, we must start with the premise that we live in a changing world. Advances in electronics, geology, chemistry, physics, mathematics are bringing with them greater sociological demands. The children of today will face these problems. They must be prepared to cope with them. Perhaps we here can help them in some measure.
>
> World Understanding starts with understanding geology, earth formations, earth changes. The physical changes of the earth have an effect on most of our experiences.
>
> Rocks and trees decompose and form soil -- the basis of agriculture. Stone, metals, lumber are used by men in countless ways. Fuel, coal, and oil, taken out of the earth, provide energy for industry, comfort for homes, etc.
>
> To protect supplies of those natural resources or to obtain new sources of them -- in other words, to control that huge natural storehouse -- politics enters into close relation with geology. Explorers through their greed for the gold, silver and other metals of Latin America,

were largely responsible for the type of government and culture which provided the climate in which communism is so active today, with all the political problems that come in the wake of that situation.

Our economy is related to geology, for, after all, all barter or money is based on the things which the earth has provided.

The nation's culture, practically all our affairs, are influenced by our use of natural resources to improve living conditions. The course of history, too, has been affected by geology.

This is just a hint of the relation these phases of living hold to geology. All of them change. Mountains rise and fall; cities are built, deteriorate, and are torn down under urban renewal plans and individual effort to make better use of the land. Empires come and go, new nations emerge, even entire civilizations disappear. Evidences of them remain -- Matchu Pitchu, Ankar Wat, pyramids, etc. Yes, and climates change. Glacial movements changed the climate and topography of North America only an hour ago, in geological time. And some scientists think we may even have a return of the Ice Age in a few hundred thousand years or so. Forms of life once existent on the earth, trilobites, serpents, dinosaurs and many others, are no longer here.

So you can begin to see how broad, complicated and interesting this subject of World Understanding is.

I approach this vast subject with a great deal of humility. How to bring it down into sharp focus and make it interesting to children? Drawing on a lifetime interest in rocks and gems, and some forty years of world travel, observing and studying these changes, using the many pictures I have taken of people and places, showing the actual samples of lava from the leading volcanoes of the world and other minerals and gems, together with artifacts, and lapidary and jewelry, I try to project the children into some participation in my experiences. If I can arouse their interest, I have a good chance to stimulate them into enjoying some of these efforts firsthand.

Travel is a broadening, wonderful experience. Perhaps I can help cultivate a desire for it by showing my pictures and recounting my experiences. And we can discover some of the benefits of traveling right here. Learning is actually underfoot. The beaches offer pebbles which can be polished, as well as samples of many rocks brought home from far-off places by the glaciers. Occasionally even semi-precious stones may be picked up. Arrowheads and other artifacts have been found throughout this area. This is great Indian country and midwestern children are anxious to know more about them. This livens their study of pioneer living, bringing it home. Some of the boys have found arrowheads since we talked about them, many others have collected rocks. At least one parent started a rock collection, and the principal of one of the schools gleefully showed me an arrowhead he found after we had been out together searching a field.

Pictures of Incas of South America, East Indians in India, other groups in Africa and the Far Eastern countries bring home the fact that pioneer living is not a thing of the distant past, but that many people face pioneer conditions even today.

I have photographed the midnight sun in northern Norway, but also have many gorgeous pictures of sunsets taken right out of our living room window in Highland Park. Robins, orioles, wrens, thrushes and many other varieties sing as sweetly here as do the exotic birds of the tropics. True, we have no mountains or volcanoes, but learning to enjoy the bounty of our midwestern landscape is valuable training for getting more out of travel later. Then there is the challenging experience of knowing people, learning to get along with them, meeting the changing world conditions in harmony rather than with friction and discord.

The children get the idea. They quickly respond to the plan of appreciating the good in people and things, and take great satisfaction in trying their wings in these efforts.

There are so many facets to this subject of World Understanding, so many areas to explore, so many things we still do not know about our earth, endless ways of supplementing precious textbook and classroom training. We never seem to come to the end of our subjects or ways of illustrating them. This work, this opportunity to add interest and self-propulsion to children is a most rewarding one, for which I am most grateful.

If the future finds us with an unusual number of geologists and young men and women serving in the Peace Corps, this volunteer will have had a share in recruiting them. He inevitably turns whole families into rock hounds. The only serious complaint about his work came from a family whose son had been in the Project for Academic Motivation. The child collected rocks all summer and the family complained bitterly because they were traveling by canoe.

Try these:

1. Mr. G. is a retired executive of a railway company. He knows a great deal about transportation and his hobby is stamp collecting. What might he lecture about to third graders studying pioneering, fifth graders studying U.S. history? What individual projects would you formulate for children from these classrooms?

2. Mr. M. has worked in the State Department. His hobby is photography, and he had developed his own pictures. Our fourth graders study early civilizations in the east, and earth sciences. What kinds of lectures and what kinds of individual projects would you suggest?

3. Fourth grade in some of the Massachusetts' schools study the United States emphasizing such topics as topography, climate, political and ethnic regions. The class explores concepts of the orientation of communities around religious, political or intellectual ideas. Using the content of Mr. Bede's chapter, outline a lecture and an individual project relating to some phase of the Massachusetts' curriculum.

4. What type of volunteer project would you suggest for a fifth grade teacher talking about the lobster industry of Maine to children who had never seen a lobster?

References, Example 2:

Winnetka Reports, 1960-64.

Winnetka Public Schools curriculum materials -- Social Studies.

Newton, Massachusetts, Social Studies Curriculum, 1963.

Bede, Howard H.: "Laymen Volunteers -- A Potent School Resource", Illinois School Board Journal, July-August, 1967.

CHAPTER X

EXAMPLE 3

SKETCHES OF VOLUNTEERS AND THEIR PROJECTS

EXAMPLE 3

SKETCHES OF VOLUNTEERS AND THEIR PROJECTS

The following are sketches of some of the volunteers who have worked in the Project for Academic Motivation. It is hoped that these brief summaries will suggest applications to education that other volunteers can offer.

Mr. A. is a retired engineer for the Bell Telephone Company. His projects with small groups of boys relate to the science curriculum and provide many opportunities for classroom demonstrations. The boys build buzzers and motors. Fifth graders learn about the flow of current, resistance, pressure, voltage and electromagnets. Mr. A. responds warmly to his students, and they frequently develop hobbies that continue after the projects are terminated.

Mrs. B. is an English major who has worked in creative writing projects with small groups of girls. She also paints for a hobby, and has combined painting and writing with less articulate children.

Mr. D. is a retired lawyer. His hobbies are extensive and include shop work. He has built pioneer equipment such as a churn, a covered wagon, a three-cornered stool and a water carrier with third grade boys studying pioneer living.

Mr. H. is a retired executive of an engineering corporation. By use of pictures and news events, he encourages boys to think for themselves, to "discover" the answers to questions about how things work. The school furnace and the construction of the building, the "whys" of how the roof slopes and where the pipes are and what insulation is for, are the beginnings of weeks of exciting inquiry.

Mr. S's hobby is boating. His projects deal with ancient and modern astronomy and the story of navigation. Compass, sextant, globes and knots lead to the slide rule and navigation.

Mr. V. is an investment counselor. His hobbies include history, music and poetry. The projects in the schools are about history taught in an imaginative way, as likely to be set to music or poetry as not.

Mrs. W. majored in education. She does not teach because she has young children, but likes to volunteer once a week and maintain the association with schools. She has always been interested in the history of words and in literature. She has developed a project that includes maps of U.S. dialects, and the study of Indian codes. Her work can readily be adapted to various ages and cultures.

Not all of the projects are so related to academics:

Mrs. L. has worked with a fourth-grade teacher preparing overlay maps to be completed by the students. She has also assisted the school nurse in transcribing results of hearing and vision tests.

Mr. N's hardware store provided materials and labor for small looms for a class of second graders. A member of the weaver's guild taught the children to use a large loom.

The kindergarten, the playground and the physical education classes are spots where volunteers, carefully selected and wisely used, have contributions to make. Extra hands make further individualizing for children possible.

Ideas for lectures or projects for large groups of children can come from almost anywhere, and they can relate to almost any aspect of school activity or study. Some of the most interesting topics have been suggested by teachers because they wanted to know something more or because they saw a lack in the children's experience that some project could meet. When the lectures or projects can be associated with community life that feeds into the educational process, they are especially valid. Field trips can be made more meaningful. The seasons, centennial celebrations, patriotic observances, current events, all can be rediscovered with new meanings when the people who have specialized in these topics are available.

Any topic can be enriched by the resources and knowledge of volunteers. The teacher has the key to unlimited stores of knowledge and materials if she has the imagination to dream of the available resources and can plan the time for them. One creative second-grade teacher whose curriculum calls for the study of farm life divides her class into five groups one afternoon a week. On that day the children work with projects in sculpture, creative dramatics, animal study, plant life and cooking. Each of these projects is focused on topics about agriculture. In each project new words emerge to learn to spell, and new arithmetic problems are developed. After a number of weeks the children rotate so that by the end of the year each child will have lived, dramatized, planted, sculpted and tasted a phase of farm living under the direction of a particularly well-informed volunteer and supervised in total by the teacher who continues at her discretion to use the materials throughout the week.

The co-ordinator, listening to the complaints of a teacher about the growing segmenting of knowledge and the lack of practical information available to some students, developed a unique project. Through her recruiting agency, she was able to secure an architect, a contractor, a lather, a plasterer, a carpenter, a brick layer, a painter and other craftsmen. Each week one of them came, talked to a fifth grade class and step by step built a tool shed on the school playground with each member of the class participating to some degree with each step in the process.

An astronomer has prepared first graders for a trip to the Planetarium. After two lectures he accompanied them to the Planetarium where a program appropriate to this age group was presented.

A teacher of a perceptually-handicapped group requested and got a sculptor to work with these children because of the usefulness of working with clay for coordination and special concept improvement.

At the junior high school level, the social studies teachers arranged a team teaching program for all of their seventh graders in the study of South America and Canada. The lecturers they brought in through the volunteer program had lived in these countries, had pictures, fabrics, anecdotes and, where it was desired, were able to help the children find "pen pals" in these lands.

In the lower grades, volunteers whose training has been in poetry, music, dance or art, contributed these talents at the teacher's request, structuring their contribution to the emphasis that she requested. A kindergarten teacher who recognized that music was not her greatest strength invited a volunteer whose specialty was children's music to come regularly and lead her group in music. No teacher can be all things to all students, and it is a wise one who supplements her own skills with the resources of the community.

A fourth-grade teacher was convinced that history either became deadly dull or vital when the child was about the age of nine. She asked for someone who could teach dramatics. Each week, a young woman who had graduated from a university school of speech, and who was an experienced actress, came to this fourth grade class. Through her, the characters of history came alive. The children learned to project the feelings of the historic characters, and, in expressing the past, they made it live and found something more of themselves at the same time. In front of the class, with absolutely no props or custumes, the children's feelings were so apparent and the content so vital that afterwards it was difficult for observers to believe there had been no stage, no memorized lines, just facts brought to life.

One day an old timer came to a class studying geology. He brought a laundry tub and a sieve and a bucket full of gravel. With children straining as they watched, he panned for gold, found a bit, and explained how it was when he was a boy and how times had changed.

A retired Commander of the Navy was available to talk about his travels and give a dimension to geography that was unforgettable. A retired representative of our State Department became a consultant once a week to a class of fifth graders who sought to discover underlying meanings in the explorations, treaties and history of our country.

It is not surprising that attendance improved for children participating in projects, and parents reported that the children looked forward to the days that volunteers were expected.

Large numbers of volunteers are working as teacher aides so that teachers can have more time to teach!

Projects and Periodicals:

1. Secure a copy of a local newspaper or magazine or a copy of a retirement publication, such as Harvest Years or the Gerontological Journal.

2. On the basis of a retirement report or an article about an individual, design a series of lectures or projects that would, in your opinion, fill a void between the child's life at school (the curriculum) and the interest of the individual portrayed in the journal.

CHAPTER X

EXAMPLE 4

A PROJECT IN MECHANICS AND ELECTRICITY

Mr. Howard Carter, who has worked as a volunteer in the science projects since 1960, has contributed to the writing of this chapter.

EXAMPLE 4

A PROJECT IN MECHANICS AND ELECTRICITY

Teachers frequently request projects for boys who want to work with their hands. The elementary school curriculum is more sedentary than are many little boys. It can be highly desirable for some children to introduce an activity once a week that not only permits building but also understanding, that allows for activity and also concrete practice with materials and ideas that pertain to the class work.

Many children, even though the family income is adequate, do not have much opportunity to work with mechanics or electricity. When they do, they are often limited to kits that do not give them insights and opportunities to be self-reliant that working "From scratch" does. Men who have retired by 1960 are members of a generation accustomed to using available materials, to being economical and inventive with the resources at hand.

In addition, a very special relationship can develop if you are a child working with an understanding, patient adult willing to let you travel at your own speed, answer your questions and proceed cautiously enough to avoid impulsive mistakes. A retired math and physics teacher expects accuracy of the boys. He begins with simple measurements so that accuracy and care are possible. He is very safety-minded, and while many of the objects made are electrical, they are almost always battery-operated. Several of the children who worked with Mr. C. in 1960 are now "ham" radio fans and doing their own electrical repairing.

The education of this volunteer prepared him to teach in the science field. He graduated from the Illinois Institute of Technology and was a physics teacher at the University of Georgia. Much of his work history dealt with physical rehabilitation through the American Medical Association in the Department of Physical Medicine and Rehabilitation. After a very few weeks with the Project for Academic Motivation, Mr. C. recognized the contribution being made to the retirees who were participating. He was recognized with an award from the American Congress of Physical Medicine and Rehabilitation for his writing and exhibit of the school program.

The applications of mechanics-type projects to the classroom curriculum are almost unlimited. Some are specific to a given situation, some generally applicable. An example of the latter is a question and answer box that is built by the children under the volunteer's supervision:

> The appliance looks like a flat box 4" x 12" x 48" when folded for storage. It has metal cardholders, nine in a row on the back and front. These cards may be changed by the student, usually with the cooperation of the teachers, and have questions and answers regarding any subject that relates to the class work.
>
> This "teaching machine" when ready for use opens up, and nine of the card holders on the cover contain the cards for the questions and nine on the bottom of the box hold the answers. Each cardholder is electrically connected by hook-up wire to an answer cardholder, but not in the order of mount and the order may be changed periodically. Two probes, each connected to a flexible wire long enough to reach the farthest card holder, are fastened to the box frame. In the box are four flashlight batteries and a buzzer which operates when the probes touch matching questions and answers.

Nine channels are chosen because a nine-contact connector is easily available at an electronic parts store. Each wire from the question card-holder to its answer cardholder is cut in the middle. One of the cut wires is soldered to a dagger-like contact on the one-half socket, and the other end of the cut wire is soldered to the hole contact on the remaining one-half socket. By soldering in the other wires, it is possible to select nine different combinations of circuits by merely rotating the halves of the socket. The cost of building materials for this machine is approximately $15.00. It is a permanent, helpful piece of equipment for the classroom, readily available. It provides the variety that is an essential aspect of teaching and provides an opportunity for children to devise questions, formulate answers and demonstrate to their classmates in a relatively painless manner, with expectation of success built in.

Some of the more direct values to the children participating in the building of the machine include knowledge of measurements and tools. In this case, hammer, screw-driver, saw, plane, drill and wiring tools are involved. They learn how to solder with various types of irons on various types of metals. They learn some of the fundamentals of electricity and how to hook up electrical circuits.

Because the principles are relatively simple, and many of the processes are repeated, there is opportunity for the child to build up confidence in himself and in the adult with whom he is working.

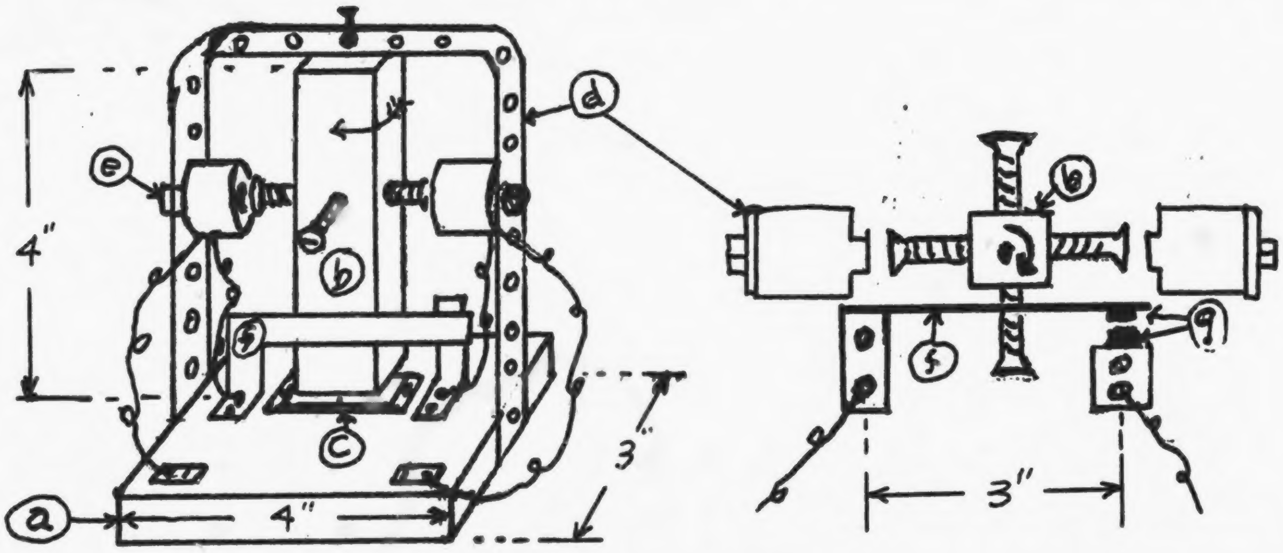
The results of care and understanding of equipment and processes are built in. This particular project can usually be completed in ten sessions of about 40 minutes each. While the time taken varies with the age and skill of the child, this machine has been built with children as young as seven.

Magnets and motors are part of the science curriculum in the elementary grades. A simple magnetic attraction-type motor operating on four flashlight batteries is a good project to demonstrate principles of magnetism and electricity. This project also provides insights into the use of tools, wiring and soldering.

The base (a) of the motor is a piece of wood 1" x 3" x 4". The rotor (b) is made of wood and four screws and a (c) metal point to turn on, 1" x 1" x 4".

The screws #10-1½" are screwed into the four faces of the rotor wood, about ¼" from the edge. The rotor is supported vertically by (d) strap iron, and the screws are at right angles to one another, and turn in a horizontal plane. Two electric magnets (e) are made of ¼" carriage bolts 2¼" long on which are wound 200 turns of #24 enameled wire.

The brass strip (f) for "making and breaking" the current has points (g) soldered on which were obtained from discarded automobile ignition parts.

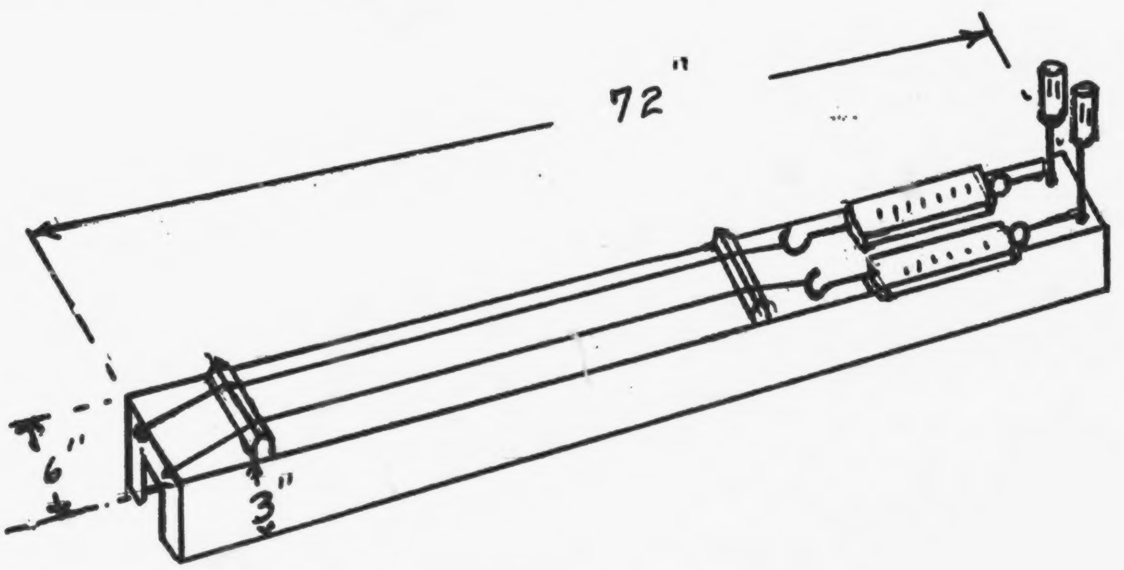


Magnetic Attraction Motor

The wrapping of the bolts requires patience and control on the part of the child. A break or a twist can result in the motor's not operating. It has presented an opportunity for demonstration to the child of the value of working carefully and efficiently. Somehow, retracing one's steps in a wire-winding process has a learning value that is not always present in looking over a piece of written work for mistakes. In all of these projects simple arithmetic and knowledge of fractions are necessary and encouraged. A switching device operated by the corners of the rotor stick opens and closes the circuit at the correct point of rotation to magnetically attract the screws. This project also requires about ten sessions. It costs about $5.00. A repulsion-type of electric motor providing similar opportunities can also be made.

The fifth-grade science curriculum includes experiments on sound. Many interesting projects can be made that correlate with this aspect of the curriculum.

Some of the fundamentals of acoustics and musical theory can be taught through the construction of a sonometer. This consists of a strong, stiff board 3" x 6" x 72", re-enforced to prevent bending under strain. On top of the board are stretched two strings such as are used on a guitar. The larger string is double the weight per unit length of the smaller string. The strings are stretched over knife edges and the tension in the strings is measured by spring balances. The laws of strings may be confirmed by this instrument. It costs about $15.00 to build.



Sonometer

A variety of novel musical instruments can be made. A frame has been made from the rim of a bicycle wheel, and children who, heretofore, have not been particularly interested in music have started to take lessons and develop an interest along with their new technical knowledge of sound.

In all the projects, the relationship with the adult, the possibility of a psychological identification, the extension of the child's world and the development of values are of great importance.

Ideas to put on the drawing board:

1. A first grade boy is a day-dreamer. He likes mechanics. The class has taken a trip to the fire station and the post office. Design some mechanical projects for him, things to build that he can work and demonstrate to the class.
2. Two third grade girls who do good work need an enrichment project. The class is studying the early history of Chicago. The girls like to play with dolls, and they like to construct things also. What project, using Mr. C's skills, could you design for them?
3. Two very bright fifth grade boys who are studying explorers in their classroom need to make a relevant project. What would you suggest?
4. Select one of these three projects and outline the process of securing materials and instructing the students in a week-by-week outline.

References, Example 4:

Carter, Howard: "The Retired Senior Citizen as a Resource to Minimize Underachievement of Children in Public Schools", Archives of Physical Medicine and Rehabilitation. Vol. 45, May, 1964.

Periodicals, such as Popular Mechanics, etc.

CHAPTER X

EXAMPLE 5

A PROJECT IN TRANSPORTATION

For contents of this chapter, we are indebted to Mr. Paul Gross, Jr., who worked as a volunteer in the Project for Academic Motivation since 1960.

EXAMPLE 5

A PROJECT IN TRANSPORTATION

Transportation, like communication is a field that has applications and implications for almost any academic subject. Therefore, when a volunteer is available whose work has provided extensive knowledge about such a broad area, the co-ordinator will have no difficulty in designing academically relevant projects.

The co-ordinator will need to evaluate the ability of the volunteer to translate his knowledge to the level of the school-age child, to adjust to the interest span of such children and to bring appropriate materials to them.

In the story of the volunteer who is a retired executive of a transportation agency, not only knowledge is apparent but qualities of character with which the child may identify. A retired vice president of the Railway Express Agency brings a wealth of information to the Project for Academic Motivation. Here is his story beginning with his boyhood in New York City:

Much was taken for granted as having always been there -- home lighting by oil lamps and gas flames, home heating by the use of coal stoves, street lighting by gas, horse-drawn street cars, elevated trains moved by steam engines, a few side-wheel ferry boats, and one bridge which had then only recently been constructed -- the Brooklyn Bridge. Streets were paved with cobble stones. Some roads were dirt roads and some were plank roads. Sidewalks were wooden or flagstone.

Today, after sixty, a hundred or a hundred and fifty years, with all the inventions and accomplishments in the interim, youth still takes for granted what it seeks, as if it had always been here without much thought of how what we see and enjoy came into being.

What brought about the great expansion of our country, the wide distribution of population, the highest standard of living anywhere in the world? What brought about the closer contact of the populations on the Atlantic and Pacific Ocean fronts, and of the populations of this country with all other countries in the world? What made possible the distribution of products of the soil, of the mines, and of the seas, lakes and rivers?

The greatest advancement for the progress of mankind has been in the field of transportation -- the movement of persons and property from one place to another. The history and development of our American Transportation is a romance of living under a free enterprise system, and knowledge of it should not be denied those living during this or later generations.

It should be kept in mind that until about 400 years ago, our country was without a horse and without a wheel. It was a wilderness inhabited only by Indians. Their mode of transportation was by foot, carrying their burdens upon their backs. They had little to transport and not far to go. Later, they devised the so-called "travois" which was pulled by hand and then by dogs and horses.

The early settlers who came to our shores from several countries abroad, were aggressive and progressive. They wanted life in abundance, with better food and better living conditions. They dreamed and believed this country was rich in minerals, in timber, in fertile ground, with equal opportunity to all who were willing and ready to risk all they possessed and their very lives to build a great country where they would enjoy life, freedom and happiness. What the new settlers needed was transportation. They had to depend on their memories of what they had seen in the European countries they left. Of course, they tried to improve upon what they remembered.

The first passenger carriages in America were built about 1755. They were called "shays" (chaise or chair). In later years, Oliver Wendell Holmes wrote about the "one-hoss shay" --

> Have you heard of the wonder one-hoss shay
> That was built in such a logical way
> It ran a hundred years to a day?

With some changes, this kind of vehicle was popular in America for nearly a hundred years.

In the same year, 1755, the settlers in Lancaster County, Pennsylvania, (the so-called Pennsylvania Dutch) built a wagon called a "Conestoga" wagon. In Indian language, "Conestoga" means "horse". The Conestogas were used principally for hauling goods, products and heavy articles. They were pulled by six horses and traveled only during the day.

The so-called "prairie schooner" was another type of covered wagon used in the early 1800's for transporting the families and all their possessions.

Early in the 1700's, America imported "stage-coaches" from England where they had been used over dirt roads. In 1732, a company advertised the first stage-wagons in America operating from Amboy, New Jersey, to Burling, New Jersey, once every week -- about fifty miles. By 1756, there were several stage-wagons operating between New York and Philadelphia. The trip of about 75 miles took three days.

In 1775, it took George Washington twelve days to go from Philadelphia to Cambridge to assume command of the Continental Army. (Little wonder Washington slept in so many beds accredited to his use.)

During the Revolutionary War, of course, no stage-wagons were imported from England, so their use in America was spotty.

In 1830, "Clipper" ships appeared and operated from Boston and New York to San Francisco around Cape Horn. The one-way trip took one hundred and twenty days. About the same time, the "Concord" stage was built in Concord, New Hampshire. In 1849, the "Gold Rush" was on in California, and the population increased tremendously. Forty thousand emigrants crossed the plains in 1849. One company used 6,000 wagons and 75,000 oxen to cart supplies and provisions across the continent. The pioneers used the prairie schooner type of vehicle. Within ten years, there was a population in the Far West of about 500,000, not including Indians and Chinese.

Wells Fargo Express in 1856, expanded the stage routes in the Far West by purchasing 50 "Concord"-type stage coaches, and shipping them by "Clipper" ship to San Francisco, around the "Horn". Within a short time later, over 1,000 of these vehicles were in use in many areas, generally west of the Rocky Mountains.

Because it took the stage lines a month to carry the mail from St. Joseph, Missouri, to California, the new settlers were dissatisfied, and the idea of the Pony Express was born. Service commenced in April, 1860. With five hundred swift horses, eighty young riders, one hundred ninety stations at which the horses were changed, and forty stock tenders, mail was carried at a cost of $5.00 per half ounce or $160.00 per pound forwarded from St.Joseph and delivered in Sacramento in ten days. Each rider carried from twelve to Fifteen pounds. From Sacramento to San Francisco, the mail was transported by boat. Buffalo Bill Cody, then sixteen years old, was one of the young Pony Express riders. The operations lasted sixteen months.

In the interim, the telegraph was invented and the service was inaugurated in 1861, ending the Pony Express service. There were no means of transporting the wire and machinery for the telegraph system across the continent, and, consequently, they were shipped from the East to San Francisco by "Clipper" ships around Cape Horn.

In the early 1800's, a number of inventors in England were experimenting with steam engines to propel boats and wagons. In 1806, Robert Fulton, who was then in England, had parts of a steam engine built to his order which he brought to America. Then he had the boat built, installed the engine, and, in 1807, made a successful trip on the Hudson River from New York to Albany. This steamboat was propelled by side paddle wheels.

In 1826, the first so-called "rail road" -- the Granite Railway Company -- was chartered in Massachusetts, to transport granite from a quarry at Quincy to Cambridge to be used to build the Bunker Hill Monument. The railroad was about three miles long. The rails were of pine timbers upon which were placed oak strips faced with iron. The flanges were on the rails, not on the wheels; it was operated by gravity and two horses as motive power.

A second similarly built railroad was used to transport anthracite coal from the mines in Carbon County, Pennsylvania, to the Lehigh River, a distance of nine miles. It, too, ran down the hill by gravity. One car of the train carried the mules which hauled the empty cars back to the summit.

The Baltimore and Ohio was really the first pioneer railroad, and is the oldest in the United States. The first section of thirteen miles from Baltimore to Ellicott's Mills was opened early 1830. Horse power and even sails were used as motive power. In the latter part of 1831, operation by Steam locomotive was decided upon. The "Tom Thumb" used by the B. & O. was the first locomotive built in the United States. It once ran a race with a horse -- and the horse won.

Thereafter, the progress made in constructing railroads was rapid. In the year 1830, only 23 miles of railroad had been constructed. Within the next thirty years, more than 30,600 miles of railroad had been opened; by 1870, the network of railroads had grown to 53,000 miles. Outstanding was the completion of the first transcontinental railroad to the Pacific coast (1869). It ended the necessity of long voyages around Cape Horn or the journey by ship to the Isthmus of Panama, the trip through the jungle to the Pacific and then by vessel to California. It also brought an end to the long and perilous overland trip by stage coach or covered wagon.

In 1890, there were 164,000 miles of railroad; in 1958, 220,000 miles of railroad.

In 1958, the American railroads' investment in road and equipment was about thirty-five billion dollars; their taxes paid to the States and to the Federal government -- and for several years prior to 1958 -- averaged more than one billion dollars a year.

The railroads have long been looked upon as the back-bone of transportation in the United States; they transport anything and everything, everywhere -- products of the soil and of the mines, chemicals, manufactured machinery, farm implements, automobiles and tractors, steel products and many other commodities. The railroads have transported persons and property, including military personnel and their equipment, in all directions, and have contributed to the constant growth of the country, in times of peace, in times of war and in times of peril and catastrophe.

It was not until near the close of the 18th century that any roads or highways had been built in America, and only after the building of the railroads about the middle of the 19th century was there marked progress in the building of roads. Originally, there were toll roads owned by private companies. Later, the Federal and State governments undertook to build roads. With the coming of the automobiles there was increased demand for roads, which demand was met, with funds provided by the governments. There are now more than three million miles of roads in the United States.

With the great growth in road construction, there was a tremendous increase in the production and use of automotive equipment, as indicated by the number of registrations: Motor vehicles numbered 8,000 in 1900 and 74,000,000 in 1960.

Almost since the world began, man had tried to find ways in which to move or to be moved from place to place, and to do so more quickly. Man watched the birds which could go anywhere and quickly. Man heard of the Greek mythological tales and legends of flying horses and magic carpets. The architect and painter Leonardo da Vinci, about 450 years ago, made a drawing or sketch of a machine which would flap its wings. There were other ideas and experiments. About 250 years ago, the skies were explored in balloons -- which could be controlled only going up and down.

About 100 years ago, a German, Otto Lilienthal, was able to make short flights with a glider, which showed the way for the aircraft we have today. Fifty-seven years ago, the Wright Brothers, experimenting with gliders and knowing such craft required power to keep them up in the air, built a machine which was flown at Kitty Hawk, North Carolina. It flew 120 feet, and the flight lasted twelve seconds. What has occurred in air transportation in less than forty years staggers the imagination.

In 1958, with about 2,000 airplanes, the United States scheduled airlines transported about 56 million passengers and about a million tons of freight. The total operating revenues of these airlines amounted to more than two and one-half billion dollars.

Another form of transportation, unique and distinctly American in character and purpose, is the Express Service. It was inaugurated in 1839 by William F. Harnden who felt he could make himself useful to merchants and their customers. He operated between Boston and New York, using a carpet-bag in which to carry small packages, messages, etc. He traveled from Boston to Providence by railroad and thence to New York by boat. Soon there were numerous competitors performing a similar service in various parts of the country where boats, stages or railroads operated. As rail service and the express business increased, one or more cars were added to the trains.

Thus came into existence the Adams Express Company, American Express, Southern Express and Wells Fargo Express. It would take many volumes to cite the activities and services of these companies during the days of the stagecoach, the gold rush, the Civil War, early railroading, Spanish American War, the early part of World War I, and by their successor companies, the American Railway Express Company, and Railway Express Agency (now R E A Express) during the period after July 1, 1918.

During 1945, more than 200,000,000 shipments were handled of which about 75 percent were in the war effort; in 1946, 235,000,000 shipments were handled. As in the case of the railroads, R E A is equipped and handles traffic of all kinds anywhere and everywhere among 23,000 communities in the Continental United States, Hawaii and Alaska, in the Dominion of Canada and in more than fifty foreign countries.

The traffic of REA Express is transported principally by railroad; second in volume is that transported by air in planes of all certificated air lines. Carriage of express is also by steamships -- foreign and domestic; also, by trucks owned by the express company, or owned by outside contractors.

In conclusion: In one hour --

A walking man can travel	3 miles
A steamship can sail	20 miles
A locomotive can cover	60 miles
A propeller-driven plane can fly	250 miles
A turbo-jet airliner flies	600 miles
Sputnik I -- rocket flew	16,300 miles
Friendship 7 -- Col. John Glenn, Project Mercury	17,530 miles

Yes, man began on Earth, and it is still his home. He has explored its many rooms and its roof of air. Now, he looks restlessly to other worlds outside it.

Exercises re Transportation

1. Develop manual materials for a project with --

   Second grade boys
   Third grade girls
   Fifth grade boys

2. What aspects of the curriculum are involved?

3. What lectures might be given to the classes at these levels?

4. Itemize the questions you would ask Mr. Gross to elicit the necessary pertinent information for the above.

CHAPTER X

EXAMPLE 6

A CONFERENCE WITH INNER-CITY SCHOOL AND COMMUNITY REPRESENTATIVES

Report of conference regarding school volunteer program.

Participants: Sister Bernardine, Our Lady of Sorrows School
Mr. Herman Johnson, Midwest Urban Progress Center
Mrs. Hudson, Senior Center, Urban Progress Center
Mrs. Alfreida McInnis, School Volunteer Coordinator
Miss Rae Abernethy, Administration on Aging Staff
Mrs. Janet Freund, AoA Project Director

August 7, 1968

EXAMPLE 6

A CONFERENCE WITH INNER-CITY SCHOOL AND COMMUNITY REPRESENTATIVES

The purpose of this meeting was to discuss the needs of Our Lady of Sorrows School for the coming school year in terms of volunteers, aides, and the coordinator for these programs; the insights and quality of relationships necessary for working together as Americans of different backgrounds; funding for the coordinator and for other possible coordinators or aides; other developing or cooperating projects; the relationship with the AoA program.

Paraprofessionals and Volunteers at Our Lady of Sorrows School:

1. Paid aides who would work with classroom teachers 4/5 of their time and pursue their education 1/5 of the time with the objective of becoming certificated to teach within five or six years, would be advantageous to the participants, the school and the immediate community from which the participants would be drawn. There is a successful model for this program in other communities. The coordinator would help in developing the role of these aides and in recruiting them.

2. Volunteers, older adults whenever possible, to be secured on a broad local basis or recruited in cooperation with other volunteer recruiting services, to serve as resource people. These are particularly needed in the fields of art, music, dramatics, dance, hobbies, travel to provide a knowledge of origins of culture, and experience and sharing of cultures. Field trips, classroom speakers and small group leaders could develop from this service. Requisitioning such volunteers and making necessary arrangements for their work and supervision would be the province of the coordinator. The Principal plans to work with the staff in encouraging the development of this aspect of the curriculum.

3. "Vocabulary" volunteers who would assist students in developing the extensive vocabulary essential for success in academic and work areas, to supplement the student's own rich and varied but not academically oriented vocabulary. The word supplement is stressed. Another communication tool should be offered without depreciation of the primary speech patterns. Activity oriented experiences which would increase vocabulary were recommended as opposed to a pedantic, non-activity type situation.

4. Volunteers who can communicate motivation for careers are needed beginning in the early grades. These volunteer programs, in order to be meaningful have to be carefully developed. The coordinator needs to carefully select and direct such volunteers so that a real identity can be shared. In the case of the Negro volunteer speaking of a career in which he is knowledgeable, there must be integrity and a sense of worth that can be communicated -- as against an imitative, shallow and ultimately meaningless effort.

Insights for Black and White Americans to Work Together:

Mr. Herman Johnson described some of the objectives, needs and problems confronting our people in our culture today: "There are many, many pressures in our society, competition, economic and personal, all kinds of striving, ever-broadening horizons, available in varying degrees to different people in different situations. But over and above everything is the urgent need to recognize that we are human beings, Americans, made in the likeness of God. The respect for the individual, for one another must supercede all of the pressures, be the ultimate value for joy and indeed for survival.

"The shackles of the Negro were released but an economic and phychological enthralldom calculated to emasculate the Negro male has replaced the shackles. Hope for the future has to be given at an early age, broader horizons, more intensified exposure to work possibilities, but access to the possibilities. If the children are trained but not given jobs as young adults, they have only one way to go, burning is the only way out.

"As the black becomes more competent to compete and if the society remains essentially a white society, the role of the black is going to become more and more difficult. Conflict in human life is inevitable. Conflict is resolved by compromise and conciliation. And this is what has to happen, on both sides. If we all are to live together we all need to develop. Confidence must develop. As some white people feel that the Negro is inferior, so do some black people feel that they themselves are inferior. Both attitudes lead to conflict and misery and must change. Economic dependency fosters these attitudes and is a burden that must be lifted. We all need to learn the sacredness of being an individual and the necessity of responsibility to the community. All of man's major troubles are concerned with man's relationship to man and nothing brings him real joy other than purposeful joyful relationships with one another."

Mr. Johnson's mother brought him up believing that, "Knowledge is power and the world is your field". He is a respected human with devotion to other humans and responsibility to the community for his thing.

Sister Bernadine believes that one of the most crucial factors in improvement in the human condition is housing -- housing that the people living in the homes, apartments, shacks or single room want -- that is their choice. And we should not confuse poor housing or slovenly housekeeping with lack of love -- love can and often does abound irrespective of the physical conditions around it.

The Co-ordinator:

The co-ordinator of the volunteer programs last year for the last months of the school year at Our Lady was Mrs. Alfreida McInnis. She has applied to the Urban Progress Center for funding for this role for the coming school year. A decision is awaited.

There are about sixteen women who, like Mrs. McInnis, live in the neighborhood, had the training and experience in the summer Head Start program and might be eligible and interested in the aide or co-ordinator training programs. If more co-ordinators are identified, it would be because other schools would be interested in the school volunteer program. If training for the co-ordinators is needed, either at Barat College under a tuition and accredited plan or in a seminar without credit or fee, this could be arranged. The Administration on Aging project will be available until January, 1969, and after then, whatever cooperation is requested will be given on a private basis to the extent of our ability. If some are used as co-ordinators, their salaries, while ultimately possibly paid by education agencies, currently look to UPC.

Mrs. Hudson advised that there are 47 seniors in her group at Midwest. Hopefully, Mrs. McInnis will be able to involve a number of them with the school projects and she will cooperate closely with Mrs. Hudson.

The co-ordinator currently is also recruiter and has access to the immediate neighborhood, the peripheral neighborhood (including the Circle Campus -- University of Illinois) and to the suburbs through each of their volunteer pools. Should there be a number of co-ordinators and schools involved, to avoid duplication and exhaustive use of co-ordinator time, the recruiting should be done centrally. Any assistance that the AoA team can give in such an endeavor would be available.

Cabrini School is not reopening as such next semester. Sister Bernadine is seeking resources which would enable this structure to be used to do intensive compensatory and preventive work with selected students through the fourth grade. The Catholic schools in this neighborhood are basically a community service since only a small proportion of the students are Catholics.

Relationship of the AoA with these Projects:

It was agreed by all that in the context of the emerging community leadership, while interest in the community and resources in terms of personnel and materials are available for co-ordinator training, volunteering, in-service assistance and consultation, these or any part of these services will only be effective if the initiative is taken by the local community. A successful pilot program was demonstrated last year and there is every reason to hope and anticipate the growth and extension of this program.

Miss Abernethy who worked with Mrs. McInnis all last year has indicated her personal willingness to assist her and Sister Bernadine in any way that she can.

BIBLIOGRAPHY

1968 REFERENCE LIST--

PROJECT FOR ACADEMIC MOTIVATION

1968 REFERENCE LIST - PROJECT FOR ACADEMIC MOTIVATION

Aschner, Mary Jane and Bish, Charles E., Editors: *Productive Thinking in Education*. The National Education Association and the Carnegie Corporation of New York, 1965.

Bede, Howard H., "Laymen Volunteers -- a potent school resource", *Illinois School Board Journal*, July-August, 1967.

Beggs & Buffie: *Independent Study*, Indiana University Press, Bloomington, and London, 1966.

Beggs & Buffie: *Team Teaching*, Indiana University Press.

Beggs & Buffie: *Non-Graded Schools in Action*. Indiana University Press, 1967.

Biber, Barbara: *Problems of Values and Measures in Evaluation of Teaching*. 69 Bank St. Publications, 1958.

Borislow, Bernard: "Self-evaluation and Academic Achievement", *Underachievement*, compiled and edited by Milton Kornrich, Ph.D. Charles C. Thomas, Springfield, Ill.

Brethower, et al: *Programmed Learning*. Ann Arbor Publishers, 1966.

Bruner, Jerome: *On Knowing -- Essays for the Left Hand*. Belknap Press Book, Harvard University Press, Cambridge, Mass., 1963.

Bruner, Jerome: *The Process of Education*. Cambridge, Harvard University Press, 1961.

Bruner, Jerome: *Toward a Theory of Instruction*. Harvard Press, 1966.

Burgoon, Janet: *How to Set Up a Volunteer Talent Pool for Community Service*. Volunteer Talent Pool, 620 Lincoln Ave., Winnetka, Ill., Sept., 1964.

Campbell, Joseph: *Hero with a Thousand Faces*. Meridian Books, New York, N.Y., 1956.

Carter, Howard: "The Retired Senior Citizen as a Resource to Minimize Underachievement of Children in Public Schools", *Archives of Physical Medicine and Rehabilitation*. Vol. 45, May, 1964.

"CEC & Architecture", *Exceptional Children*. Oct., 1967.

Coopersmith, Stanley: "Studies in Self-Esteem", *Scientific American*, February, 1968.

Coleman, James S.: "The Adolescent Subculture and Academic Achievement", *Underachievement*, edited by Milton Kornrich, Ph.D. Charles C. Thomas, Springfield, Ill., 1965.

Coleman Report: *Equality of Educational Opportunity*.

Cousins, Norman: "Art, Adrenalin and the Enjoyment of Living", *Saturday Review*, April 20, 1968.

Cummings, Milton C.: "Educational Opportunity for Adults", *School Life*, March, 1962.

Cutts, Norma E. and Mosely, Nicholas: *Teaching the Bright and the Gifted*. Prentice-Hall, Inc., Englewood Cliffs, N.J., 1957.

Dagne, Frank: "Personalized Construction", *Illinois Education*, Oct., 1967.

Donahue & Nichtern: *Teaching the Troubled Child*. Free Press, New York, 1966.

Dunlop, James M.: "The Education of Children with High Mental Ability", *Education of Exceptional Children and Youth*. Ed., William Cruickshank and G. Orville Johnson, New Jersey: Prentice Hall, 1958.

Dreyer, Albert S.: "Parental Behavior and Ego Functioning in Pre-School Children", *Journal of Nursery Education*. (Fall, 1959)

Ellingson, Careth: *The Shadow Children*. Topaz Books, Chicago, 1967.

Erikson, Erik H.: *Childhood and Society*. W. W. Norton Co., Inc., N.Y.,1963.

Fairbairn, Ann: *Five Smooth Stones*. Phantom, 1967.

Frankel, Edward: "A Comparative Study of Achieving and Underachieving High School Boys of High Intellectual Ability", *Underachievement*. Edited by Milton Kornrich, Ph.D., Charles C. Thomas, Springfield, Ill., 1965.

Freund, Janet: "Time and Knowledge to Share", *The Elementary School Journal*, Vol. 65, Number 7, April, 1965.

Geist, Harold: *The Psychological Aspect of Retirement*. Charles Thomas, Publisher, Springfield, Ill., 1968.

Glasser, William: *Reality Therapy*. Harper & Row, New York, 1965.

Graham, Grace: *The Public School in the American Community*. Harper and Row, New York, 1963.

Green, Hannah: *I Never Promised You a Rose Garden*. Signet Books, New American, Paper back. New York, 1964.

Hall, Edward T.: *The Silent Language*. Fawcett Publishing Co., Greenwich, Conn., 1966.
Hall, Edward T.: *The Hidden Dimension*. Doubleday, 1966. New York.
Halpern, Howard M.: "Can Psychotherapy Help the Underachiever?" *Ibid*.

Hawkins, David: "The Informed Vision; an Essay on Science Education", *Daedalus*: Creativity and Learning. Journal of the American Academy of Arts and Sciences, Summer, 1965.

Hazeur, Kathryn Y.: "Project Boys", *Educational Leadership*, Jan., 1965.

Holt, Dr. Robert R.: "An Inductive Method of Analyzing Defense of Self-Esteem", *Bulletin of the Menninger Clinic*. Jan., 1951, Vol. 15, #1.

Huebener, Theodore: *The Schools of West Germany*. New York University Press, 1962.

Huus, Helen: *The Education of Children and Youth in Norway*. University of Pennsylvania, University of Pittsburgh Press, 1960.

Jamer, T. Margaret: *School Volunteers*. Public Education Association, New York, 1961.

Janowitz, Morris: "American Youth and National Service", University of Chicago Magazine, October, 1967.

Josselyn, Irene M., M.D.: *Psychosocial Development of Children*. Family Service Association of America, New York, 1951.

Kagan, Jerome: "Personality and the Learning Process", *Daedalus*, Creativity and Learning. Journal of the American Academy of Arts and Sciences, Summer, 1965.

Kimball, Barbara: "Case Studies in Educational Failure During Adolescence", *American Journal of Orthopsychiatry*, Vol. XXIII, 1953.

Kohl, Herbert: *36 Children*. New American Library, 1967.

Kornrich, Milton, Editor: *Underachievement*. Charles C. Thomas, Publ., Springfield, Illinois, 1965.

Kowitz, Gerald T.: "An Analysis of Underachievement", *Underachievement*. Compiled and edited by Milton Kornrich, Ph.D., Charles C. Thomas, Springfield, Ill., 1965.

Kozol, Jonathan: "A Junior High That's Like a College", *New York Times Magazine*, Oct. 29, 1967, Sect. 6.

Krugman, Morris and Impellizzeri, Irene H.: "Identification and Guidance of Underachieving Gifted Students in New York City", *Exceptional Children*, Vol. XXVI, No. 6, February, 1960.

Kubie, Lawrence S.: "How Can the Educational Process Become a Behavioral Science?" The Reiss-Davis Clinic Bulletin, Vol. 5, No. 1, Spring, 1968.

Kubie, Lawrence S.: "Unsolved Problems of Scientific Education", *Daedalus*: Creativity and Learning, Journal of the American Academy of Arts and Sciences, Summer, 1965.

Kubie, Lawrence S.: *Neurotic Distortion of the Creative Process*. Kansas: The Noonday Press, 1961.

Kuettner, Al: "Eric Hoffer", *Pace*. Pace Publishing Co., Los Angeles, Calif., Dec., 1967.

Kutner, Bernard, et al: *Five Hundred Over Sixty*. Russell Sage Foundation, New York, 1956.

Leggatt, Timothy William: *The Use of Non-Professionals in Public Education*. University of Chicago Doctoral Thesis, 1966.

Long, Morris, Newman: *Conflict in the Classroom*. Wadsworth Publishing Co., Belmont, Calif., 1966.

Martinson, Ruth A., and Lessinger, Leon M.: "Problems in the Identification of Intellectually Gifted Pupils", Exceptional Children, Jan.,1960.

May, Lola J.: "Learning Laboratories in Elementary Schools in Winnetka", The Arithmetic Teacher, October, 1968.

Mead, Margaret: The School in American Culture. Oxford University Press, London, 1950.

Mead, Margaret: "Culture Change and Character Structure", Identity and Anxiety, Stein, Vidich, White: Editors, Free Press of Glencoe, 1962.

Menninger Quarterly: Vol. XXI, No. 314, 1967, Topeka, Kansas.

Miller, Leonard M.: Guidance for the Underachiever with Superior Ability. Washington, D.C.: U.S. Dept.of Health, Education and Welfare, OE-25021, Bulletin 1961, No. 25.

Morse, Arthur D.: Schools of Tomorrow, Today. Doubleday & Co., Inc., Garden City, N.Y., 1960.

Motivation and Learning issue of the NEA Journal, Feb., 1968.

Mukerji, Rose: "Roots in Early Childhood for Continuous Learning", Young Children, Vol. XX, No. 6, September, 1965, Washington, D.C.

Multer, Elinor: "Volunteering in Black and White", Council Woman, Vol. 30, No. 1, 1968.

Murphy, Lois Barclay: The Widening World of Childhood. Basic Books, Inc., New York, N.Y., 1962.

Murphy, Lois Barclay: Personality in Young Children. Basic Books, Inc., New York, N.Y.

"Oakleaf Teachers Diagnose Then Prescribe",Vol 2, No. 5, Sept/Oct., 1967, Nation's Schools.

Ostrosky, Everett S.: Father to the Child. New York: G. P. Putnam's Sons, 1959.

Platt, John: The Excitement of Science. Riverside Press, 1962.

Poppy, John: "How Do You Promote Change Without Chaos?" Look, 10/17/63.

Project Headstart -- Volunteers in the Child Development Center, O.E.O., Washington, D.C.

Rabichow, Helen: "Casework Treatment of Adolescents with Learning Inhibitions", Social Work, October, 1963.

Redl, Fritz: "What Do Children Expect of Teachers?" Conference Speeches 1954. (Associates of Bank Street College of Education)

Richardson, Joe A.: "Winnetka's Learning Laboratory", Educational Leadership, Vol. 23, No. 6, March, 1966.

Richardson, Joe A. and Cawelti, Donald G.: "Junior High Program Lets Slow and Fast Students Take Time for Independent Study", Nation's Schools, February, 1967.

Richmond, Julius B., M.D.: "Twenty Percent of the Nation", Head Start Bulletin. (Speech presented at National Conference on Day Care Services, Mayflower Hotel, Washington, D.C., May 14, 1965.)

Robinson, Donald W.: Promising Practices in Civic Education. National Council for Social Studies, Washington, D.C., 1967.

Rosen, Bernard C.: "Race, Ethnicity and the Achievement Syndrome", Underachievement, edited by Milton Kornrich, Ph.D. Thomas, Springfield, Illinois, 1965.

Rubenstein, Ben, et.al.: "Learning Impotence: A Suggested Diagnostic Catagory", American Journal of Orthopsychiatry, XXIX, No. 2, April, 1959.

Rucker, W. Ray: Curriculum Development in the Elementary School. New York, Harper and Bros., 1960.

Sarason, Seymour B., et.al.: Anxiety in Elementary School Children. New York, John Wiley & Sons, 1960.

Sarason, Seymour B., et.al.: "Sex Differences and the School", National Elementary School Principal, Vol. XLVI, #2, November, 1966.

Stedman, James M.: "A Systems Approach to the School Underachiever", Communications Guidance Center, San Antonio, Texas, 1968.

Talmonac Looks at Volunteers, "How About Going Back to School?" Talman Savings and Loan Co., Chicago, Ill., 1967.

Teahan, John E.: "Parental Attitudes and College Success". Ibid.

Towle, Charlotte: The Learner in Education for the Professions. University of Chicago Press, 1954.

Washburne, Carleton W. and Marland, Sidney P., Jr.: Winnetka: The History and Significance of an Educational Experiment. Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1963.

Weed, Florence Collins: "Pass It On to the Kids!" Harvest Years. Parade Publications, New York, N.Y., Sept., 1965.

Additional Reference Materials:

Kit of materials, *National School Volunteer Program.* Public Education Association, 20 West 40th Street, New York, N.Y., 10018.

Publication of *T.A.G.*, Gifted Children Newsletter, National Education Association, Vol. VIII, No. 1, September, 1965.

U.S. Dept. of Health, Education and Welfare, Office of Education: *Research Trends and Needs in Educating the Gifted*, A Critique. O.E. - 35056, U.S. Government Printing Office, Washington, D.C., 20402. F.S. 5.235:35036, 1964.

Kit of Current Bulletins and Reprints, *Winnetka Public Schools*, Winnetka, Illinois, 60093. (50¢)

Movies:

Nobody Waved Goodbye -- Movie made in Canada, implications re learning and drop-out problem.

Make a Mighty Reach -- Kittering Foundation, I.D.E.A.

The Older American -- President's Council on Aging, Washington, D.C., 1963.

The Quiet Revolution -- NEA Sound Studios, Washington, D.C.

To Touch a Child -- The Community School Program, Modern Motion Pictures.